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ABSTRACT

Project Lead the Way is a developmentally structured career guidance program at North Arlington High School in New Jersey. Encompassing grades 8 through 11, the project is geared to let students explore and become aware of the vast amount of career opportunities available in the work world, as well as to appreciate the importance of a high school diploma. The program began in the 1984-85 school year and is updated by summer workshops for guidance counselors and teachers. This report contains the materials used in the Summer 1988 workshop that evaluated and updated Project Lead the Way. Materials include a project abstract; introduction to the problem including information on related research, evaluation plan, sex role equity statement, and list of fastest-growing jobs; objectives of summer workshop; Grade 8 filmstrips, evaluation, and materials; Grade 9 program, results of teacher evaluation of Grade 9 program; Sophomore Career Exploration and Awareness Program objectives, flowchart, general design, guidance advantages, job description request form, student evaluation forms and results, career clusters, and end of year reminders; letter to Time Share Corporation; things to do flowcharts; general design of the program; things to do brochure; junior survey; junior evaluation and results; junior end of year reminders; letter to alumni career speakers; letter to parents; management timeline; bus transportation schedule; field trip speaker contacts; and thank-you to faculty. (KC)

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PROJECT LEAD THE WAY CONTINUED

CAREER GUIDANCE SUMMER WORKSHOP 1988

RESULTS AND REVISION FOR 1988-1989

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North Arlington High School
Frank Kartan, Coordinator
Project Lead The Way
July 11, 1988 - August 4, 1988

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PROJECT TITLE: PROJECT LEAD THE WAY

LEGAL NAME OF DISTRICT: North Arlington Board of Education

ADDRESS: 222 Ridge Road

North Arlington, N.J. 07032

PROJECT DIRECTOR: Frank Kartan, Guidance Counselor

TELEPHONE NUMBER: (201) 991-6800, Ext. 211
(Area Code)

ABSTRACT

DESCRIPTION OF PROJECT

Project Lead The Way is a developementally structured career guidance program at North Arlington High School in New Jersey. It has been funded under PL 94-482 for several years and encompasses grades 8 thru 11. The project is geared to let students explore and become aware of the vast amount of career opportunities and directions that are available in the real world of work together with the importance of a high school diploma. Project offers to all students sequential assistance that will help them to make realistic career decisions that could lead to better educational planning and occupational choices during and after their senior year in high school. The grade 8 program includes the 15 occupational cluster Livelyhoods Filmstrips Program, the Harrington/O'Shea decision making survey, student GIS Computer job descriptions and a postal card writing project in the English classes. The Grade 9 program includes and "After High School - - What?" orientation with the Time Share Corporation Career Opportunity Filmstrips shown by teachers. A five part sophomore career program includes a Guidance Department orientation, the Harrington/O'Shea Decision making survey, 8-10 GIS computer job descriptions and postal card writing with the English 2 classes. A junior career week program called "Things To Do The Second Half of the Junior Year" includes a career research paper, alumni career speaker and field trips to a variety of industries that are related to high school students career interest clusters. Program is infused into academic classes with audio visual aids, career development with student and teacher evaluations. Program has been published with the Eric Clearinghouse, August 15, 1984 under ED241 692. Program preparatior includes summer workshops and close contact with former graduates and industry. Most important is that each student in grades 8 thru 11 at North Arlington High School is a participant in the total career exploration and awareness programs in order to make them aware of the world of work, a place they will spend between 40 and 50 years in their future.

NORTH ARLINGTON HIGH SCHOOL

"LEAD THE WAY"

General Job Description

As a Guidance Counselor I am responsible primarily for close to 200 students in terms of the overall normal functions of the Guidance Department. In terms of "PROJECT LEAD THE WAY", I have been able to use the summer employment to coordinate, review, revise, set dates and generally prepare for the coming year's career programs which are all set up and above the function of counselors. I have been able to produce a booklet that reviews the programs, including surveys and basic objectives and explanations, with a timeline for the year ahead. PROJECT LEAD THE WAY was published in August 1984 by E.R.I.C. and is on Microfiche ED241-692.

In November, I coordinate a 5-day Junior Career Program in which I am in 5 or 6 classes during each of two days. I run off Guidance Information Service information for our juniors. This includes careers and lists of schools.

In September I have an orientation on "How to Study" with Reading classes. During October thru January, I coordinate the Grade 8 Livelyhoods Filmstrip program by being in one of 4 academic classes on each Monday to show and discuss a total of 16 filmstrips covering the occupational clusters. In March I coordinate the Harrington/O'Shea Decision-Making Program for grade 8 over a 2-day period; in the Spring, I run off two G.I.S. job descriptions for each eighth grade student and coordinate a postal card writing program in the spring.

During January, I coordinate a 3-day sophomore career exploration and awareness program with all six English 2 classes that includes a Guidance Department Orientation, the Harrington/O'Shea Decision-Making Survey, and a Job Description Request Form. I also run off from our G.I.S. Computer hookup approximately 8 job descriptions per student in the entire sophomore class, and I coordinate the two free postal card writing programs in March.

During February and March, I coordinate and implement a 10-filmstrip program on career opportunities in subject matter areas. I have a one-day orientation with all grade 9 students in their English 1 classes on "After High School--What?".

I also coordinate and set up 10 field trips and speakers for the school year. Field trips and speakers for our juniors program are based on a survey of sophomore interest in careers in June of their sophomore year.

Everything involves much planning, preparation, follow-up, and public relations in terms of publicity. This I do on top of counseling close to 200 students.

Time is needed to modify the high school program to include 10 vocational visions videocassettes to be infused within Grade 11 classes, and jobs in the 1980's to be infused in grades 10 and 12. Time is needed to tabulate and evaluate Grade 8, sophomore and junior evaluation surveys of "Project Lead The Way". During the November junior program "Job's In The '90s" and "Resumes That Get Interviews; Interviews That Get Jobs" will also be seen.

INTRODUCTION

Project Lead The Way emphasizes career assessment and exploration, awareness and planning. With the developmentally structured program in grades 8 thru 11 students are able to make realistic career decisions that could lead to better educational planning and occupational choices during and after their senior year in high school.

PROBLEM

As a person physically develops from birth to early childhood, from adolescence to adulthood, he/she must also begin a trend of development towards some future career in the world of work. Career development is related to a developmental process which extends during one's entire life span. During this time a person should develop the capacity for and the engagement in work as a integral part of his life.

In the life span of a student, a process of career education and career guidance must be initiated, implemented, and continued in order to improve the quality of vocational guidance and counseling programs and activities at North Arlington High School. There is a need to enhance the development of a structured program for all students to benefit from. There is a need for a career guidance program to include definite phases that will allow all students a career developmental process that will help nurture the human growth and development process. The career guidance program must include developmental phases that allow for career awareness and career exploration but, again, in a structured and direct method.

For the past five years in the North Arlington High School, there has been a steady increase in the drop-out rate. We believe this increase is due, in part, to a lack of a structured, sequential career guidance program. These students who leave school before receiving their diplomas have little or no realization of the declining job market, and the educational and/or vocational training needed for many jobs. Unfortunately, this realization comes to them as they find themselves either in menial low-paying jobs, or on the unemployment lines.

Furthermore, there is an unrealistic attitude that flourishes in high school students when they discuss their future plans. Students, unaware of the educational requirements of a particular career, will not take those courses needed to meet minimal entrance requirements. For example, some students do not realize that certain careers require college degrees. Therefore, they do not pursue a "college preparatory" course of study, and when they find themselves in the middle of their junior or senior years, it is too late to take courses needed to meet college entrance requirements.

It is believed that with a structured, sequential career awareness program (to be provided in the eighth grade and continuing through high school graduation) these students will be more aware of the pitfalls of dropping out, as well as the very real benefits of staying in school.

Students, for the most part, are not aware of the career opportunities that are available to them. Those who have this knowledge do not readily recognize the requirements necessary to insure success in the fields they choose as potential careers. Furthermore, there are students who do not know the requirements necessary to <u>enter</u> the field of their choice.

Via student surveys, counselors' evaluations of student concerns (emotional <u>and</u> educational), and input from faculty and administration, the needs of the students have

been more strictly defined, and project objectives and procedures reflect these needs.

The solution to these problems, explained briefly, is directed to offer structured, sequential and coherent assistance to all students in order that they begin to make realistic career decisions that could lead to better educational planning and occupational choices during and after their senior year in high school.

RELATED RESEARCH

There is a need for students to be provided with career awareness and knowledge about jobs (positions, scales, alternatives, etc.). J.D. Krumboltz, in the "Parable of the Good Counselor"[1] notes that some clients don't know the answers to vital (career-oriented) questions; they do not even know what questions to ask (about a career). The client should know specific things about an occupation before he enters.

Ginsburg and his associates were concerned with the developmental process of making a vocational choice.[2] Their theory is based on the belief that each individual selects a particular occupation, not through chance but through developing patterns of activities that are largely irreversible and occur throughout the formative years of a child's life. In their period of tentative choices during early and later adolescence, these children proceed through four stages:

1. The interest stage, in which the pre-adolescent makes choices primarily in relation to his interest.

2. The capacity stage, in which the individual becomes more aware of the necessity for introducing realistic elements into their considerations.

3. The value stage, characterized by the adolescent's attempts to find a place for himself/herself in society.

4. The transition stage, in which the individual approaches the end of high school and must look forward to either work or additional education.

Unfortunately, many students are unaware of the possible necessity of higher education when making career choices. Super and Overstreet concluded that the typical ninth grade boy has not yet reached a stage at which wisdom of vocational preference can be expected. It was also noted that the information that these boys had regarding the duties, conditions of work, and other important characteristics of their preferred occupations was found to be limited. It is believed that a structured career orientation and exploration program should be offered to the students so they can better understand what will be expected of them in particular careers and the students agree. According to the Nationwide Study of Student Career Development by Prediger, Roth, and North (1973), help with making career plans was by far the major area of need indicated by eleventh graders; but only 13% of these students feel that they receive sufficient assistance with career planning from their schools; another 37% feel that they receive "some" help. However, 50% of the eleventh grade students stated that they receive little or no help with career planning.[3]

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[1]From Personnel and Guidance Journal, October 1964, page 118.

[2]See Occupational Choice: An Approach to General Theory, Columbia University Press, New York, 1951, page 271.

[3]Super, D.E. And Overstreet: The Vocational Maturity of Ninth Grade Boys: Career Pattern Study Monograph 2. Teacher's College Press, Columbia University, New York, 1960

EVALUATION PLAN

Grade 8 students are evaluated on the basis of their career interest in and awareness of jobs from the 16 livelyhoods career filmstrips. Their career interests are assessed through the Harrington/O'Shea Decision-Making Survey. Students are evaluated on the basis of how many received computer job descriptions, how many wrote free postal cards for additional literature, how many shared the literature with their parents and what percentage of persons found the entire program worthwhile.

Freshmen teachers are evaluated on their opinion of the use of the career opportunities filmstrip program within their classes.

Sophomores are evaluated on their interest in the Decision-Making Survey, awareness of literature in the Guidance Department, knowledge of receiving more literature, receipt of job descriptions, postal card writing which includes a follow-up on career literature received in the mail from professional organizations, whether program assisted them in their career interest, whether it helped change their mind and their career interest at present in order to set up speakers and field trips for their junior year.

Juniors are evaluated on the attitudes towards the activities of Junior Career Week, the career literature received, the professional speakers, the helpfulness of their career oral report and/or research paper and the sharing of career literature with their parents.

Data Collection system is based upon the use of the Harrington/O'Shea Career Decision Making Survey, a self-scoring tool used to measure individual career interest with Grade 8 and Grade 10 students. Juniors are evaluated in November, Sophomores in January and June, Freshmen teachers in March, and Grade 8 students in June. Grades 8 and 10 students complete job description request forms in order to obtain G.I.S. Computer Job Descriptions. Juniors complete a preliminary survey sheet in order to receive list of schools pursuant to their future career interest. Programs are used to assist students in the schedule-making process for the coming years.

Data Analysis and Time Schedule - Evaluation materials are systematically tabulated by the project coordinator, reviewed during the needed summer workshop and used to set up the following years' complete program including a completed timeline for each class, including the set of speakers and field trips. Use of student and teachers evaluation of program is an important means of updating, revising, and generally improving the many facets of the program. The survey of the percent of students receiving additional career literature that they wrote for is specifically used as a check and balance between Time Share Corporation and the validity of addresses being written to since Time Share Corporation provides the addresses on the G.I.S. computer job descriptions.

Copies of the evaluation forms are included together with the 95-page brochure on the entire PROJECT LEAD THE WAY program. Grades 4 thru 7 evaluation will be developed during the summer program.

NORTH ARLINGTON HIGH SCHOOL
GUIDANCE DEPARTMENT

To: Faust LaScala, English Department Supervisor
William Ferguson, Director of Student Personnel Services
Grade 8, Grade 10 and Grade 11 English Teachers

From: Frank Kartan, Project Lead the Way

Date: June 1, 1988

An important part of Project Lead the Way, our career program is to follow-up and receive feed back from our students. I would like to do this with the English 8, 10 and 11 classes according to the following schedule:

1. On Monday, June 6, 1988 I will be in the English 8 classes to have the students evaluate their phase of Project Lead the Way.

2. On Tuesday, June 7, 1988 I will be in the Sophomore English classes to survey how many students received career literature in the mail from the postal card writing.

3. On Wednesday, June 8, 1988 I will be in the Junior English classes for an evaluation, follow-up and reminder program.

At most it should take 15 to 20 minutes.

TNX

FK:mb
cc: Administration, Department Chairperson and Counselors

ELIMINATION OF SEX-ROLE STEREOTYPING - SEX EQUITY

The PROJECT LEAD THE WAY involves every Grade 8, Freshman, Sophomore, and Junior student in North Arlington High School and thus sex-role stereotyping is not part of the career program. The topic is discussed and students are made aware of employment opportunities available to both sexes. Discussions take place with the English 2 and English 3 classes collectively and individually during orientations and seminars. Filmstrips and speakers (both male and female) representing various business areas are used. TSC filmstrips are modern with no ethnic or sex bias. Program would be expanded to Grade 7 and possibly lower grades. Alumni and local resource people have been used as speakers for the juniors phase of the program. Local and surrounding industries are used for field trips to allow juniors the practical and realistic experience of visiting a world of work. Guidance Associates videocassettes and filmstrips and the T.S.C. job tours filsmstrip and job lab also display no ethnic or sex bias. Students are encouraged to investigate their career choice and support a student's career choice. Speakers are used during Junior Career Week and 10 field trips take students into the real world of work and give students a first hand experience. "Jobs in the '80s" and "Jobs in the '90s" filmstrips include both sexes with no stereotyping and together with Guidance Associates Video Cassette, "Resumes That Get Interviews; Interviews That Get Jobs" are up to date and modern.

THE BUREAU OF LABOR STATISTICS' LIST OF THE 20 FASTEST GROWING OCCUPATIONS--1982-1995

1. Computer Service Technicians
2. Paralegals
3. Computer Systems Analysts
4. Computer Programmers
5. Computer Operators
6. Office Machine Repairers
7. Physical Therapy Assistants
8. Electrical Engineers
9. Civil Engineering Technicians
10. Peripheral EDP Equipment Operators
11. Insurance Clerks, Medical
12. Electrical and Electronic Technicians
13. Occupational Therapists
14. Surveyor Helpers
15. Credit Clerks, Banking and Insurance
16. Physical Therapists
17. Employment Interviewers
18. Mechanical Engineers
19. Mechanical Engineering Technicians
20. Compression and Injection Mold Machine Operators, Plastics

NORTH ARLINGTON HIGH SCHOOL

PROJECT LEAD THE WAY

Summer 1988

A summer career workshop entitled Project Lead The Way was scheduled from July 11, 1988 to August 4, 1988.

PURPOSE

In order to coordinate the expanded career program Project Lead The Way that presently includes grades 8 through 11, time is needed to review student evaluations of this past year's program, to plan for the following year's program and to set up dates, schedules, materials, field trips and speakers for the 1987-88 school year.

OBJECTIVES

The following objectives are designed to be accomplished during this summer workshop:

1. To coordinate and review the results of the grade 8 student evaluations of their approximately 20 hour career program.
2. To coordinate and schedule the grade 8 "Livelyhoods" Filmstrip- "Career Decision-Making Survey" - "Postal Card" writing program infused within the grade 8 English, Arithmetic, Science, and Social Studies classes. Included will be a one day "How To Study" program in Reading that will also emphasize a variety of school policies.
3. To schedule the freshmen "After High School - What?" orientation and the Career Opportunity Filmstrip portion of Project Lead The Way.
4. To coordinate and review the results of two sophomore surveys relating to the "Sophomore Career Exploration and Awareness Program"(SCEAP).
5. To schedule the sophomore career portion of Project Lead The Way and to include Guidance Associates filmstrips "Jobs For The 80's: Where The Opportunities Are".
6. To coordinate and review the results of the junior surveys relating to Junior Career Week.
7. To plan and schedule the Junior Career Week portion of Project Lead The Way entitled "Things To Do The Second Half of the Junior Year", including Guidance Associates Video-cassettes and Jobs For The '90s filmstrips.
8. Interject Guidance Associates video-cassettes on "Resumes That Get Interviews; Interviews That Get Jobs".
9. To review the portion of the sophomore survey that relates to the career cluster interest.
10. To set up a schedule of field trips for the junior phase of Project Lead The Way.
11. Letter to parents explaining the multiple year career program at North Arlington High School.

12. To set up an Outside Speakers Program during the school year for juniors and possibly seniors.

13. Review filmstrips and video cassettes for new materials for the following year.

GRADE 8-PART I

LIVELYHOODS FILMSTRIP CAREER PROGRAM - AN AWARENESS

1988 - 1989

North Arlington High School
Guidance Department
Project Lead the Way
Frank Kartan, Coordinator

GRADE 8 LIVELYHOODS FILMSTRIP CAREER PROGRAM

I. Introduction - Grade 8

Livelyhoods Filmstrips and Cassettes were purchased from Time Share Corporation (TSC) with Federal Funding under PL 94-482 for PROJECT LEAD THE WAY. Livelyhoods consists of sixteen filmstrips and cassettes. One pair includes an introduction and overview of the entire series, while each of the other fifteen focuses on one of the Department of Labor Occupational Clusters. The filmstrips will be infused into the grade 8 subject classes of English, mathematics, science and social studies and will be shown by the individual academic teachers.

II. Purpose

The main purpose of infusing the Livelyhoods filmstrips within the grade 8 academic classroom environment is to introduce the students to about over ninety (90) people who have found their places in the world of work in jobs that do not come to mind immediately. The ninety (90) or more jobs for the most part should help broaden each student's awareness to some of the more than 20,000 different jobs in this country.

It is also important to point out to the student the distinct lifestyle of jobs. There normally is a correlation between a person's lifestyle and the lifestyle of the job which that person chooses. An important facet of the Livelyhoods Program is the highlighting of jobs that require a variety of educational or training backgrounds; jobs that occur in many different work locations; jobs that reflect diverse interests and aptitudes; and lastly, jobs that represent several levels of availability.

III. Objectives

Student objectives of the Livelyhoods Career Program for grade 8 students are that:

1. Students will become aware of the fifteen (15) occupational clusters.
2. Students will be cognizant of six people and their lifestyle jobs in each occupational cluster.
3. Students will broaden their knowledge of over ninety jobs in a country of 20,000 different jobs.
4. Students will be introduced to job training, educations, and other traits and qualifications of the jobs presented.

IV. General Design

The Livelyhoods Filmstrip Program is designed to be infused into four academic subject classes of the grade 8 level. This phase would take place from October through January. It would include the participation of grade 8 students and would be in conjunction with the following occupational clusters and related classes:

English 8	- Introduction - Communication and Media - Marketing and Distribution - Personal Services
Arithmetic 8	- Business and Office - Transportation - Construction - Manufacturing
Science 8	- Agribusiness and Natural Resources - Marine Science - Environment - Health
Social Studies 8	- Fine Arts - Consumer and Homemaking Education - Public Services - Recreation

Each English, arithmetic, science and social studies teacher on the grade 8 level will follow the procedural objectives:

a. To provide students with sixteen Livelyhood Filmstrips, including an introductory filmstrip and fifteen occupational clusters filmstrips, according to designated selections during October thru January.

b. To show the general and common aspects of an entire occupational cluster, including over ninety jobs.

c. To supplement filmstrips with discussion using Exploring Careers from the U.S. Department of Labor, Bureau of Labor Statistics.

V. Grade 8 Livelyhood Filmstrip Program
Suggested Academic Teacher Orientation Timelines

September	- Review timeline for actual program in October through January and meet with grade 8 teachers involved.
October - January	- Actual program

VI. Tentative Filmstrip Viewing Timeline 1988 - 1989

	Date	Cluster	Classroom
**	September 26	Orientation and How To Study	Reading 8
	October 3	Introduction	English 8
	October 11	Business and Office	Arithmetic 8
	October 17	Agribusiness and Natural Resources	Science 8
	October 24	Fine Arts and Humanities	Soc. Studies 8
	October 31	Communications and Media	English 8
	November 7	Construction	Arithmetic 8
	November 14	Marine Science	Science 8
	November 21	Recreation	Soc. Studies 8
	November 28	Marketing and Distribution	English 8
	December 5	Manufacturing	Arithmetic 8
	December 12	Environment	Science 8
	December 19	Public Services	Soc. Studies 8
	January 3	Personal Services	English 8
	January 9	Transportation	Artihmtic 8
	January 16	Health	Science 8
	January 23	Consumer and Home Educaiton	Soc. Studies 8

** Program will include an orientation and reminder to students about school policies including absence, attendance, tardies, discipline referrals, academic referrals, physical education, grade requirements, exams, and "How to Study". Each student will receive a 15 page booklet from Channing L. Beta Company and the booklet will be reviewed thoroughly with the use of transparencies of each page and an overhead projector. The program will be in conjunction with students in the respective Reading 8 classes:

Period	Class	Teacher	Room
1	Reading 8	Mrs. Calabrese	311
2	Reading 8	Mr. Chletsos	307
3	Reading 8	Mr. Chletsos	307
7	Reading 8	Mrs. Calabrese	311

NORTH ARLINGTON HIGH SCHOOL
GUIDANCE DEPARTMENT

September 14, 1988

To: Faust LaScala, English Department Supervisor

From: William F. Ferguson, Director of Student Personnel Services
Frank Kartan, Guidance Counselor, PROJECT LEAD THE WAY

Re: A. Orientation, Policy and How to Study Program
B. Introductory Career Filmstrip Program

A. On Monday, September 26, 1988, Frank Kartan will be in the Grade 8 Reading classes for the entire period according to the following schedule:

PERIOD	TEACHER	# STUDENTS	ROOM	LEVEL	CLASS
1	Mrs. Calabrese	25	311	3	Reading 8
2	Mr. Chletsos	18	307	4	Reading 8
3	Mr. Chletsos	25	307	2	Reading 8
7	Mrs. Calabrese	18	311	1	Reading 8

The purpose of the visitation is to:

a. Review academic and disciplinary referrals, grades, physical education requirements and general attitude toward school, homework, and study habits.

b. Distribute list of points to help students improve their study habits with a "How to Study" brochure.

B. On Monday, October 3, 1988, Frank Kartan will be in the Grade 8 English classes for the entire period according to the following schedule:

PERIOD	TEACHER	# STUDENTS	ROOM	LEVEL	CLASS
1	Mr. Chletsos	11	307	4	English 8
3	Mr. LaScala	17	302	1	English 8
7	Mrs. Bayard	28	312	2	English 8
8	Mr. Calabrese	23	203	3	English 8

The purpose of the visitation is to:

a. Introduce the students to the start of a Livelyhoods Career Filmstrip program on 15 occupational clusters with an introductory filmstrip to set the tone and guidelines for the career program.

b. Distribute filmstrip viewing scheduled timeline for 1988-1989.

FK:kml
cc: David Roden, Principal
Robert Kinloch, Assistant Principal
Ingrid Bayard, Ted Chletsos, Barbara Calabrese, Anthony Calabrese
Department Chairpersons

NORTH ARLINGTON HIGH SCHOOL

GUIDANCE DEPARTMENT

September 26, 1988

To: Grade 8 Students

From: Frank Kartan, Guidance Counselor, PROJECT LEAD THE WAY

Re: Livelyhoods Filmstrip Schedule - 1988-1989

GRADE 8 FILMSTRIP VIEWING TIMELINE 1988-1989

DATE	CLUSTER	CLASSROOM
September 26th	Orientation and How to Study	Reading 8
October 3rd	Introductory Filmstrip	English 8
October 11th	Business and Office	Arithmetic 8
October 17th	Agribusiness and Natural Resources	Science 8
October 24th	Fine Arts and Humanities	Social Studies 8
October 31st	Communications and Media	English 8
November 7th	Construction	Arithmetic 8
November 14th	Marine Science	Science 8
November 21st	Recreation	Social Studies 8
November 28th	Marketing and Distribution	English 8
December 5th	Manufacturing	Arithmetic 8
December 12th	Environment	Science 8
December 19th	Public Services	Social Studies 8
January 3rd	Personal Services	English 8
January 9th	Transporation	Arithmetic 8
January 16th	Health	Science 8
January 23rd	Consumer and Home Education	Social Studies 8

FK:kml

LIVELYHOODS

Agribusiness and Natural Resources

Beekeeper
Park Ranger
Egg Processor
Horse Trainer
Soil Conservationist
Cattle Rancher

Business and Office

Store Manager
Real Estate Agent
Stock Market Operations Manager
Translator
Testile-Cloth Designer
Paralegal Assistant

Communications and Media

Recording Technician
Studio Technician
Disc Jockey
Editorial Cartoonist
Communications Systems Manager
News Camera Operator

Construction

Sandblaster
Steeple Jack
Oiler
Demolition Crane Operator
Bricklayer
Model Maker

Consumer and Homemaking Education

Child-Day-Care Center Worker
Consumer Investigator
Extension Service Agent
Cooking Instructor
Food Products Tester

Environment

Crop Dusting Pilot
Meteorological Aid
Tree Surgeon
Nuclear-Health Physicist
Water Quality-Control Tester
Food and Drug Inspector

Fine Arts and Humanities

Illustrator
Stage Scenery Designer
Framer
Stage Electrician
Potter
Weaver
Dancing Instructor

Health

Ambulance Attendant
Occupational Therapy Aid
Veterinary Assistant
Family Counselor
Dental Technician
Mental Health Technician

Manufacturing

Furniture Refinisher
Harpsichord Maker
Baker
Hand Bookbinder
Lithographic Press Operator
Toymaker

Marine Science

Aquarist
Hatchery Worker
Physical Oceanographer
Oceanographic Research Lab Technician
Marine Engine Machinist
Diver

Marketing and Distribution

Model
Postal Delivery Driver
Display Designer
Package Designer
Auctioneer
Market Research Interviewer

Personal Services

Hotel Social Director
Taxidermist
Hair Stylist
Wine Steward
Confectioner
Fashion Designer

Public Services

Customs Inspector
Archaeological Assistant
Humane Officer
Public Health Nurse
Private Investigator
Landscape Gardener

Recreation and Hospitality

Tennis Instructor
Puppeteer
Football Line Umpire
Establishment Guide
Zoo Caretaker
Travel Agent

Transportation

Air-Traffic-Control Specialist
Ferryboat Operator
Test Driver
Airport Ground Servicer
Subway Operator
Railroad Tower Operator

GRADE 8 - PART II

CAREER DECISION-MAKING SURVEY - GIS JOB DESCRIPTION - POSTAL CARD PROGRAM

1988 - 1989

North Arlington High School
Guidance Department
Project Lead the Way
Frank Kartan, Coordinator

GRADE 8 CAREER DECISION-MAKING SURVEY - GIS PROGRAM

I. Introduction - Grade 8

The grade 8 students will be given the Harrington/O'Shea Career Decision-Making Survey in their English 8 classes by the guidance counselors. After expressing their likes and dislikes of many job activities, they will review their career clusters that include typical jobs, related school subjects, job values and individual abilities needed. Students will then complete a job description request form with a career or job that they are interested in. In turn, students will receive a job description from the Guidance Information Service (GIS) computer hookup.

II. Purpose

The main purpose of the grade 8 career program is to assist the students in becoming cognizant of the likes and dislikes of many job activities. Through the use of the Harrington/O'Shea Career Decision-Making Survey, the students will be involved in a process of career decision-making, which is a long process and not an overnight process. After reviewing career clusters, the students should be able to choose a career or job that they would like to receive more information on. A further important purpose of the Harrington/O'Shea Decision-Making Survey is that the results of the survey will assist the grade 8 students with their individual course selections for the ninth grade.

III. Objectives

Student objectives of the Harrington/O'Shea - GIS Career Program for grade 8 students are that:

1. Students will be able to express their likes and dislikes of 120 job activities.
2. Students will become aware of how their interest patterns relate to certain specific career clusters.
3. Students will discover typical jobs included in each cluster.
4. Students and parents will become cognizant of the related school subjects suggested, the job values affiliated, and the abilities needed for each cluster.
5. Students will select a career for themselves and complete a job description request form.
6. Students will receive and review a career job description from the Guidance Information Service (GIS) computer hookup.

III. Objectives- continued

7. Students will write for, receive, and review additional career literature from professional organizations and private companies.

8. Students will be aided with their grade 9 course selections.

9. Students will be afforded the opportunity to evaluate the complete program.

IV. General Design

The Harrington/O'Shea - GIS Program is designed to be infused with the grade 8 English classes at North Arlington High School. This phase would take place at the end of February immediately before the students select their courses for their freshman year. It would include the participating of grade 8 students and would be in conjunction with the following grade 8 English classes and teachers, respectively:

PERIOD	CLASS	TEACHER	ROOM
1	Language Arts 8	Mr. Chletsos	307
2	Language Arts 8	Mr. LaScala	302
7	Language Arts 8	Mrs. Bayard	312
8	Language Arts 8	Mr. Calabrese	203

IV. General Design - continued

The procedural objectives are as follows:

Part A - To provide an instrument that would allow each student to explore occupational interests. Guidance counselors will administer the Harrington/O'Shea Decision-Making Survey to students in the English 8 classes during their class period. This part of the program is to have the student explore self-interest in careers and jobs. The self-scoring survey would be used as a "food for thought" type process that would point out to the student clusters of jobs available in career categories. That evening students would be asked to further explore their results with their parents.

Part B - To allow students to select a specific job or career by completing their Guidance Information Service (GIS) Job Description Request Form. On the second day, guidance counselors will review with students, in general, the decision-making survey and will have students complete their GIS Request Form with a specific job or career. This will take place during the class period of the English 8 classes.

Part C - To distribute to each student 2 computer job descriptions for their selected career and to allow time and material for each student to request additional career literature by writing a postal card to addresses provided on the job description.

All grade 8 students would receive 2 computer job descriptions in their English 8 classes and would proceed under the supervision of the English 8 teacher to write a postal card to the address provided on the job description for the purpose of obtaining further career literature.

Part D - To meet individually for a brief conference with his/her guidance counselor to discuss his/her career interest and update their personal files.

Part E - To allow grade 8 students the opportunity to evaluate the entire year's career experience.

BEST COPY AVAILABLE

SUGGESTED TEACHER ORIENTATION TIMELINE

September	-	Meet with Department Chairpersons and discuss total program.
October	-	Meet with academic teachers involved and discuss total program.
February and May	-	Actual program.

TENTATIVE GRADE 8 SURVEY - GIS PROGRAM TIMELINE - 1989

Part A	- March 1	- English class -	Harrington/O'Shea
Part B	- March 2	- English class -	Survey-Career Interests Selection
Part C	- May 1	- English class -	Job Description
	- May 2	- English class -	Postal Card
Part D	- April, May, June	- Guidance Dept. -	Conference
Part E	- June 5	- English class -	Student Evaluation

NORTH ARLINGTON HIGH SCHOOL

GUIDANCE DEPARTMENT

February 9, 1989

To: Faust LaScala, Department Chairperson
Jacqueline Abbatiello, Guidance Counselor
Janet LaForge, Guidance Counselor
Ted Chletsos, English Teacher
Anthony Calabrese, English Teacher
Ingrid Bayard, English Teacher

From: William F. Ferguson, Director of Student Personnel Services
Frank Kartan, Guidance Counselor - Project Lead The Way Coordinator

Re: Grade 8 - Project Lead The Way - Part II
Decision Making Program

The members of the Guidance Department will administer the Harrington/O'Shea Career Decision Making Survey to all Grade 8 students in the English 8 classes on Monday, March 1, 1989 and Tuesday, March 2, 1989 according to the following schedule for both days:

PERIOD	TEACHER	ROOM	# STUDENTS	COUNSELOR	LEVEL
1	Mr. Chletsos	307	11	Frank Kartan	English 8-4
3	Mr. LaScala	302	17	Wm. Ferguson	English 8-1
7	Mrs. Bayard	312	28	J. Abbatiello	English 8-2
8	Mr. Calabrese	203	23	Janet LaForge	English 8-3

Objectives:

Part A - To provide an instrument that would allow each Grade 8 student to explore his/her occupational interest. Guidance Counselors will administer The Harrington/O'Shea Decision Making Survey within their English 8 class in order that each student explore self interest in careers and jobs. The self-scoring survey will be used as a "Food for Thought" type process that would point out to the student clusters of jobs available in career categories.

Part B - On the second day, Guidance Counselors will review with students in general, the results of the Decision Making Survey and will have students complete the G.I.S. job description request form with their individual job or career interest and an alternate.

Part C - All grade 8 students will receive their computer job descriptions in the English 8 classes on May 1st and under the supervision of their English teacher write a postal card to the address provided on the job description for the purpose of obtaining further career literature on May 2nd.

Part D - Each student will meet individually for a brief conference with his/her Guidance Counselor in April, May, or June to discuss his/her career interest, up-date their files and check their 1989 schedule request.

FK:kml
cc: Mr. Blanco, Mr. Roden, Mr. Prashak, Mr. Kinloch, Department Chairpersons

NORTH ARLINGTON HIGH SCHOOL
GUIDANCE DEPARTMENT

TO: 8th Grade Students - Class of 1993

FROM: Guidance Department

DATE: March 2, 1989

In order to give you some information from the G.I.S. Computer on a career or vocation that you are interested in, please complete the following:

NAME _____

ENGLISH PERIOD _____ ENGLISH TEACHER _____

I am interested in information on the following occupation:

1. _____

Alternate _____

Each student will receive their computer job description in May in their English class, 1 free postal card, and will write for additional career literature.

FK/kml

NORTH ARLINGTON HIGH SCHOOL

GUIDANCE DEPARTMENT

April 13, 1989

To: Faust LaScala, Department Chairperson
Janet LaForge, Guidance Counselor
Jacqueline Abbatiello, Guidance Counselor
Ted Chletsos, Ingrid Bayard, Anthony Calabrese, English Teachers

From: William F. Ferguson, Director of Student Personnel Services
Frank Kartan, Guidance Counselor, Project Lead The Way

Re: Grade 8 - Job Description - Postal Card Writing

A. On Monday, May 1, 1989, Frank Kartan, Guidance Counselor will distribute to each grade 8 student two job descriptions from the G.I.S. computer hook-up. The distribution will take place in each English 8 class during the first 15 minutes according to the following schedule:

PERIOD	TEACHER	ROOM	COUNSELOR
1	Mr. Chletsos	307	Frank Kartan
3	Mr. LaScala	302	Frank Kartan
7	Mrs. Bayard	312	Frank Kartan
8	Mr. Calabrese	203	Frank Kartan

B. On Tuesday, May 2, 1989 and under the supervision of Mr. LaScala, Mrs. Murad and Mrs. Singler, each grade 8 student will write a postal card to the address provided on the job description for the purpose of obtaining further career literature.

FK/kml
cc: Mr. Blanco
Mr. Roden
Mr. Kinloch
Mr. Praschak
Dept. Chairpersons

NORTH ARLINGTON HIGH SCHOOL

GUIDANCE DEPARTMENT

May 2, 1989

TO: Members of the 8th Grade Class of 1993

FROM: Mr. Kartan, Guidance Counselor, Project Lead the Way
Mrs. Bayard, Mr. Calabrese, Mr. LaScala, Mr. Chletsos

RE: Form Letter to send for additional career literature

When you receive your job descriptions, you will also receive one post card to send for additional career literature.

1. Choose one job that you would like additional career literature and write the address from the job description on the front of the post card.

2. Write your name and your return address on the upper front left corner and include the following letter on the back:

May 2, 1989

To Whom It May Concern:

I am a student at North Arlington High School who is interested in a career as _____. Please send me as much career literature as possible so that I can use it for a career paper and also to help me decide on my career.

_____

(Your name)

FK/kml

NORTH ARLINGTON HIGH SCHOOL
GUIDANCE DEPARTMENT

To: Grade 8 Students in Class of 1991

From: Frank Kartan, Guidance Counselor, Project Lead the Way

Re: Grade 8 - Career Program Survey

Date: June 6, 1988

During this year you had over 20 hours of career education that included 16 Livelyhoods Filmstrips, The Harrington/O'Shea Decision-Making Survey, job descriptions, and recently a postal card unit for more career information. Please complete the following survey now:

1. I think the 16 Livelyhoods Career Filmstrips on over 90 careers seen between October and January with Mr. Kartan _____were interesting _____were not interesting.

2. The 16 Filmstrips _____ did make me aware _____ did not make me aware of some of the many different jobs that do exist in the world of work.

3. I thought The Harrington/O'Shea Decision-Making Survey was _____ helpful _____ not helpful to me in finding out the careers cluster of my interest.

4. I _____ did receive _____ did not receive 3 or 4 GIS computer job descriptions from Mr. Kartan recently.

5. I _____ wrote _____ did not write a postal card in my English 8 class for more career literature.

6. I've _____ shown _____ not shown my parents/guardian the career literature received.

7. I believe the entire Grade 8 Career Program to be _____ worthwhile _____ not worthwhile.

8. At present I am interested in the _____ career field.

9. List any other comments:_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Student's Name_____

FK:mb

NORTH ARLINGTON HIGH SCHOOL

PROJECT LEAD THE WAY

TO: Members of the Faculty, Administration, and N.J. Department of Vocational and Career Education

FROM: Frank Kartan, Coordinator - Project Lead The Way

RE: Grade 8 Career Program Survey Results

On June 6, 1988 the grade 8 students evaluated the over 200 hour career program that took place during the year. A total of 88 students participated in the survey. The results are as follows:

1. 69 students or 78% thought the 16 Livelyhoods Career Filmstrips on over 90 careers seen between October and January with Mr. Kartan were interesting and 19 students or 22% did not.

2. 84 students or 95% said the 16 filmstrips did make them aware of some of the many different jobs that do exist in the world of work and 4 students or 5% did not.

3. 73 students or 83% thought the Harrington/O'Shea Career Decision-Making survey was helpful and 15 students or 17% did not.

4. 83 students or 94% did receive GIS computer job descriptions from Mr. Kartan. The 5 students have or will receive them in September.

5. 83 students or 94% did write a postal card in their English 8 class for more career literature. The 5 students have or will receive them in September.

6. 73 students or 83% showed their parents/guardian the career literature received and 15 students or 17% did not.

7. 81 students or 92% believed the entire grade 8 program to be worthwhile, while 7 students or 8% did not.

CONCLUSIVE OBSERVATIONS

This past year's student evaluation results follow the same pattern as the past several years. A large majority of Grade 8 students, 92% found the Grade 8 Career Program to be worthwhile. 78% thought the "Livelyhoods" Career Filmstrips to be interesting but yet 95% of those same students said that the 16 filmstrips did make them aware of the many different jobs that exist in the world of work. This awareness came about even though the "Livelyhoods" flimstrips are from 1981. 83% of the students thought that t Harrington/O'Shea Career Decision-Making Survey was helpful. 94% received two (2) or more GIS computer job description printouts on Tuesday, May 31, 1988 and wrote one (1) free postal card for additional literature in their English 8 classes on Thursday, June 1, 1988. There was a 13% increase to 83% of the students who shared their career literature with their parents or guardian. Interestingly again is that 95% of the students felt that they became more aware of the variety of occupations within the different occupational cluster filmstrips.

Occupational Awareness is an important facet of the total Grade 8 career program and alone fulfills the primary objective to broaden the clusters. Students are able to zero in on their own occupational clusters through the Harrington/ O'Shea Career Decision-Making Survey and receive job descriptions on their own career interest at this time of their young lives.

Upon conclusion of the eighth grade and based on the June survey, the Grade 8 students have shown an interest in the following careers:

Management (7)
Lawyer (6)
Teacher (5)
Architect (5)
Interior Designer (4)
Cosmetologist (3)
Veterinarian (3)
Accountant (3)
Carpenter (3)
Pediatrician (3)
Computers (3)
Chef (2)
Hotel Management (2)
Psychologist (2)
Pharmacist (2)
Commercial Art (2)
Secreatary
Computer Programmer
Pre-School Teacher
Actor
Upholsterer
Clothes Designer
Doctor
History Field
Nursing
Biology
Attorney
Journalism
Marine Biologist
Child Psychologist
Model
Special Education Teacher
Computer Engineer
Construction
General Practitioner
Fashion Design
Entertainer
Florist
Paralegal Assistant
Veterinarian Animal Care
Psychiatrist
Electronics Technician
Medical Field
Electronics Engineer
Special Agent
Police Officer
Diesel Mechanic

GRADE 9 "AFTER HIGH SCHOOL - - - - WHAT?"

CAREER OPPORTUNITY FILMSTRIP PROGRAM

1988-89

North Arlington High School
Guidance Department
Project Lead The Way
Frank Kartan, Coordinator

GRADE 9 - PART I
"AFTER HIGH SCHOOL - - - WHAT?"

I. Introduction

"After High School - - - What?" brochures were purchased from Channing L. Bete Company Incorporated with federal funding under PL 94-482 for Project Lead the Way. The brochures contain 15 pages of information to assist students in grade 9 in their decision-making process. The brochures with transparencies of each page will be used as a learning instrument within the English 8 classes during a one day seminar.

II. Purpose

The main purpose of infusing the "After High School - - - What?" brochures as a grade 9 program is to provide the students with information to assist them in understanding themselves - a key to decision-making in the world of work. Discussion will center around planning, self-profiles, types of jobs, narrowing the field, how to prepare for a career, and after graduation. This program is geared as an orientation for grade 9 students and also paves the way for the second phase Grade 9 Career Opportunity Filmstrip Program.

III. Objectives

Student objectives of Part I for freshmen are that:

1. Students will realize that career decision-making is a continuous process that requires planning.

2. Students will become aware that they must understand themselves and develop a self-profile.

3. Students will be cognizant of different types of employment.

4. Students will learn about the process of narrowing their career field.

5. Students will discover steps to take in school to prepare for a career in their future.

6. Students will understand the purpose of the second part of their program that will include ten Career Opportunity Filmstrips.

GRADE 9 - PART II
CAREER OPPORTUNITY FILMSTRIP PROGRAM

I. Introduction

Career Opportunity Filmstrips were purchased from Time Share Corporation (TSC) with federal funding under PL 94-482 Division of Vocational Education for PROJECT LEAD THE WAY. The ten filmstrips are in ten academic subjects and depict career opportunities in English, social studies, mathematics, foreign languages, science, fine arts, industrial arts, business, home economics, and subject classes and will be shown by the individual academic teacher of that discipline.

II. Purpose

The main purpose of infusing the Career Opportunity Filmstrips within the grade 9 academic classroom environment is to assist students in understanding the importance of the world of work as it relates to a particular subject or discipline. Students must be given the rationale that correlates the subject matter learning process to some of the many career opportunities in the world of work. This rational would assist the student in his/her course selection process during his/her remaining three years in high school. Students, for the most part, are not aware of the career opportunities that are available to them. Those who have this knowledge do not readily recognize the requirements necessary to insure success in the fields they choose as potential careers. The Grade 9 Career Opportunity Filmstrip Program would be an addition directed to offer structured, sequential and coherent assistance to all freshmen in order that they begin to make realistic career decisions that could lead to better subject selections, good educational planning, and the start of decision-making process leading to occupational goals during and after their senior year in high school. More importantly, it would show the relationship of subjects to career.

III. Objectives

Student objectives of the career program for freshmen are that:

1. Students will be cognizant of several careers that are directly related in each of their academic subjects.

2. Students will become aware of the importance of their academic subjects to the many career opportunities in the world of work.

3. Students will relate skills that are necessary for the careers reviewed in the filmstrip.

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IV. General Design

The "After High School - - - - What?" program is designed as a one day orientation seminar in each English 9 class to assist ninth grade students in their preparation for their future in the world of work. This phase will take place on Tuesday, January 24, 1989.

A guidance counselor will follow the procedural objectives:

1. To provide students a full period seminar on ways to prepare themselves for after high school.

2. To use transparencies of each page of the brochure "After High School - - - What?" to share with their parents.

3. To provide each student with a copy of the brochure "After High School -- What?" to share with their parents.

4. To allow discussion on their planning, self knowledge, types of job, narrowing the field and steps to take while still in high school to prepare for after college or some form of higher education.

5. To briefly review Part II Grade 9 Career Opportunity Filmstrip Program that will take place in February and March.

Suggested Orientation Timeline

September	- Meet with department chairpersons and discuss total program.
November	- Meet with English 9 teachers and discuss total program.
January 24, 1989	- Actual program with Mr. Kartan

Per. 2 Eng. 1C 311 E. Calabrese
Per. 2 Eng. 1 304 H. Singler
Per. 5 Eng. 1 304 H. Singler
Per. 6 Eng. 1C 311 E. Calabrese

NORTH ARLINGTON HIGH SCHOOL

GUIDANCE DEPARTMENT

January 5, 1989

TO: Mr. LaScala, English Department Chairperson
Mrs. Calabrese, English Teacher
Mrs. Singler, English Teacher

FROM: William F. Ferguson, Director of Student Personnel Services
Frank Kartan, Guidance Counselor, Project Lead The Way

RE: Freshmen Career Orientation

On Tuesday, January 24, 1989, Frank Kartan will visit each English 9 class and present a program called "After High School - - - - What? Transparencies and an overhead projector will be used and each student will receive a 15 page brochure relating to the exact topic.

This program will also be an orientation and pave the way for the Career Opportunity Filmstrip Program which starts Wednesday, January 25, 1989 and continue in 8 other academic areas through February.

The following schedule will be followed:

PERIOD	CLASS	TEACHER	# OF STUDENTS	ROOM
2	English 1 (College)	Mrs. Calabrese	31	311
2	English 1	Mrs. Singler	19	304
5	English 1	Mrs. Singler	11	304
6	English 1 (College)	Mrs. Calabrese	27	311

Thank you.

FK/kml

cc: Mr. Blanco
Mr. Praschak
Mr. Roden
Mr. Kinloch
Miss LaForge
Mrs. Abbatiello
Dept. Chairperson

III. Objectives - continued

4. Students will discuss training that is required for careers reviewed in the filmstrip with additional material.

5. Students will review additional listings of career opportunities in each subject or discipline using the brochure "After High School - - - What?"

6. Students will be able to use materials they receive with their parents to aid them in their course selections in high school during the month of March.

IV. General Design

The Career Opportunity Filmstrip Program is designed to be infused into the ten academic subject classes of the freshmen level at North Arlington High School. This phase would take place during the month of February immediately before the students select their courses for their sophomore year. It would include the participation of grade 9 students and would be in conjunction with the following disciplines and related classes:

	Discipline	Classes
1.	Career Opportunities in English	English 1, English 1C
2.	Career Opportunities in Social Studies	Political Economic Geography
3.	Career Opportunities in Mathematics	Algebra 1, Algebra 2-9, Pre-Tech Math
4.	Career Opportunities in Foreign Languages	French 1, Spanish 1
5.	Career Opportunities in Science	General Science 9, Physical Science, College Biology 9
6.	Career Opportunities in Fine Arts	Art Workshop
7.	Career Opportunities in Industrial Arts	Graphic Arts 1
8.	Career Opportunities in Home Economics	Home Economics
9.	Career Opportunities in Physical Education	Health
10.	Career Opportunities in Business	Business Math

IV. General Design - continued

Each academic teacher will follow the same procedural objectives:

1. To provide students with a 10-12 minute filmstrip on career opportunities directly related to their academic subject infused within the actual classroom situation.

2. To provide discussion on the careers viewed in the filmstrip.

3. To remind each student of series of Channing L. Bete Company brochure "After High School - - - What?" that they have already received.

4. To remind each student of the list of the varying careers related to each academic discipline found in the brochure.

5. To recommend student discussion of filmstrip and material with their parents.

6. To provide students with the thought of using the career opportunity experience when making their academic subject selections for the following year.

Grade 9 Career Opportunity Filmstrip Program

Suggested Academic Teacher Orientation Timeline

September	Meet with department chairpersons and discuss total program.
November--December	Meet with all academic teachers involved and discuss total program.
January	Set up program with individual teacher to review filmstrip of individual teacher's discipline.
January -- February	Actual program,(schedule on next page)
April - May	Individual conference with counselor.

NORTH ARLINGTON HIGH SCHOOL

GUIDANCE DEPARTMENT

January 5, 1989

To:

Ingrid Bayard	Neil Gerard
John Bennett	John Galante
Joseph Borrelli	John Kaelin
Valerie Bowen	Terry DiPasquale
Edith Calabrese	George Miller
Diane Carluccio	Mary Murad
Stanley Garbowski	Joseph Spaccavento
	Valerie Turiano
	Holly Singler

From: William F. Ferguson, Director of Student Personnel Services
Frank Kartan, Guidance Counselor, Project Lead The Way

Re: Freshmen Career Opportunity Filmstrip Program

Part A- On Tuesday, January 24, 1989, Frank Kartan will visit each English 9 class nad present a program called "After High School - - - What?" Transparencies and overhead projector will be used and each student will receive a 15 page brochure. This will be an orientation and pave the way for the Career Opportunity Filmstrip Program.

Part B- The Time Share Corporation Career Opportunity Filmstrips will be shown during the months of February and March according to the attached schedule. The procedure to follow is:

a. Teacher introduction and student job completion sheet.

b. 12 minute filmstrip depciting jobs in the academic discipline will be viewed by the students who will list the jobs discussed in the filmstrip.

c. Teacher will briefly discuss jobs viewed and add any additional knowledge of jobs in discipline being taught.

If you have any questions, please see Mr. Kartan as soon as possible. Mr. Kartan will be in touch with you prior to each viewing.

Thank you.

FK/kml
Enclosure

cc:

Mr. Blanco	Miss LaForge
Mr. Praschak	Mrs. Abbatiello
Mr. Roden	Mrs. Singler
Mr. Kinloch	Dept. Chairpersons

FRESHMEN CAREER OPPORTUNITY FILMSTRIP PRESENTATION
TIMELINE 1989

Date Subj.	1/25-1/26 Eng. 1 Eng. 1C Career-Disc. Eng.	1/30 Pol. Ec. Geography Soc. St.	2/2 Art Wkshp. Fine Arts	2/6-2/7 Gen., Prin., Coll. Bio 9 Science	2/9 Gr. Arts Indus. Art	2/13 Bus. Math Business	2/14 Home Ec. Home Ec.	2/15 French 1 Spanish Language	2/17 Alg. 1-1C Pre-Tech Alg. 2-9 Mathematics	Health Phys. Ed.
CLASS PERIOD 1.										Health 9 class each cycle if possible
2.	Eng. 1C 311 E. Calabrese Eng. 1 304 H. Singler	Pol. Ec. Geography 204 J. Galante			Gr. Arts 115 Garbowski	Bus Math 1 304 Borrelli				
3.		Pol. Ec Geo 204 J. Galante	Art Wkshp. 112 Miller					French 1 312 Bayard	Alg. 1 206 Kaelin	
4.		Pol. Ec. Geo 204 J. Galante		Col. Bio. 9 221 Bennett Gen. Sci. 9 218 Spaccavento				Spanish 1 302 Murad	Alg. 1 207 DiPasquale	
5.	Eng. 1 304 H. Singler			Phys. Sc. 9 305 Gerard				Spanish 1 302 Murad		
6.	Eng. 1C 311 E. Calabrese							Spanish 1- (8) - 302 Murad	Pre-Tech 206 DiPasquale	
7.									Alg. 2- (9) 205 Carluccio	
8.		Pol. Ec Geo 204 J. Galante	Art Wkshp. 112 Miller	Phys. Sc. 9 220 Bennett	Gr. Arts 1 115 Garbowski		Lifeskill 110 V. Bowen		Alg. 1 206 DiPasquale	

NORTH ARLINGTON HIGH SCHOOL
PROJECT LEAD THE WAY

July 27, 1982

TO: Mr. Steiner, Mr. Blanco, Mr. Praschak, Mr. Kinloch, Mr. Ferguson, Miss LaForge, Mr. Delaney, Mr. LaScala, Miss Poulo, Mr. Zimmermann, Department Chairpersons, NJ Department of Vocational Education

FROM: Frank Kartan, Coordinator
Project Lead the Way

RE: Results of Teacher Evaluation of February, 1982,
Freshmen Career Opportunities Filmstrip Program

During the entire month of February a total of nine (9) career opportunity filmstrips in subject related disciplines were shown to ninth graders in an overall rigid and structured schedule. Jobs in health and physical education filmstrips were shown at the end or beginning of each new seven week health cycle of the grade 9 level.

The following are the results of eighteen (18) teachers' evaluations of the February, 1982, Freshmen Career Opportunities Filmstrip Program:

1. 2 teachers or 11% felt that the career filmstrip shown in their class to ninth graders was excellent; 14 teachers or 78% thought the filmstrip was good; and 2 teachers or 11% thought it to be fair.

   COMMENT: 89% of the teachers involved in the February Freshmen Career Opportunities Filmstrip Program felt that the filmstrips were good to excellent.

2. All 18 teachers or 100% felt that the students were attentive during the filmstrip.

   COMMENT: Students evidently found the filmstrips interesting.

3. 17 teachers or 94% felt that the students were receptive to the filmstrip and only 1 teacher or 6% stated that the students were not receptive.

   COMMENT: Large majority of teachers felt that students were receptive to the career filmstrip. This is a very positive response.

4. 16 teachers or 89% said that there was student classroom discussion following the filmstrip, while 2 teachers or 11% did not.

   COMMENT: Very good participation by students in discussion after the filmstrip. Industrial Arts Filmstrip shown in General Shop classes was seen already by some students within Graphic Arts classes.

5. 15 teachers or 83% stated that the discussion that followed was good; 2 teachers or 11% found it fair; while 1 teacher found it poor.

   COMMENT: Good discussion for first time Grade 9 Program on career infused within academic classes.

6. 17 teachers or 94% said that they were able to interject some of their own experiences during the discussion, while only 1 teacher did not.

   COMMENT: Teachers' experiences in the work world are valuable to students in their classes.

7. 13 teachers or 72% thought that the list of additional jobs in the individual's discipline was good to distribute to each student, while 4 teachers or 22% did not. List of jobs in physical education and health were not distributed.

   COMMENT: Majority of teachers felt that list of additional jobs made students aware of the many additional jobs available.

8. 14 students or 78% thought that the students benefited by receiving a career brief on one of the jobs viewed in the filmstrip, while 3 teachers or 17% did not. One teacher did not distribute the career briefs.

   COMMENT: Many teachers felt that the career briefs made the students aware of what kind of material is available to them.

9. 17 teachers or 94% thought that the February Freshmen Career Opportunities Filmstrip Program is a good way to assist grade 9 students in becoming more aware of the world of work and their own career decision-making process, while 1 teacher did not.

   COMMENT: Most, if not all, teachers felt that students awareness to the world is most important and needed on the grade 9 level.

10. 17 teachers or 94% felt that the Career Opportunity Filmstrip Program to be basically worthwhile, while only 1 teacher felt it not worthwhile.

    COMMENT: 94% positive response must be considered as an excellent reason to continue frehsmen part of Project Lead the Way.

The following are teachers comments on the program:

1. "This type of program should be done in all grades".

2. "I think it is important for students to become aware of the various careers available to them, so it is a good idea to begin with them at an early age".

3. "I am very pleased to see that NAHS is doing something to promote foreign language".

4. "Students had seen too many filmstrips at one time".

5. "Very Good".

6. "I believe that overall it was a positive influence on the students in terms of making them aware of career opportunities that they may not have realized existed. A very worthwhile program".

7. "It's a good tool to get both teachers and students discussing possible career opportunities. The program is good".

GENERAL CONCLUSION

Majority of teachers who participated in the Freshmen Career Opportunity Filmstrip Program thought that the program was a positive approach to career awareness on the grade 9 level. Combined with the grade 8, 10, and 11 programs in Project Lead the Way the grade 9 programs is an integral part of the structured approach used to reach all students at North Arlington High School in a developmental manner. The filmstrip program may be expanded over a two month period.

GRADE 10 "SOPHOMORE CAREER EXPLORATION AND AWARENESS

PROGRAM" (SCEAP)

1988-89

North Arlington High School
Guidance Department
Project Lead The Way
Frank Kartan, Coordinator

The students' objectives of the Sophomore Career Exploration and Awareness Program (SCEAP) are as follows:

1. Students will be cognizant of the vast amount of career literature and information in the North Arlington High School Guidance Department.

2. Students will examine themselves via the results of the Harrington/O'Shea Career Decision-Making Survey by expressing their likes and dislikes of many job activities in the world of work.

3. Students will be given information that will help them be aware of the employment outlook for their career choices.

4. Students will decide on several tentative career choices of their own interest.

5. Students will review computer job descriptions from the Guidance Information Service (GIS) computer.

6. Students will request more career literature from professional organizations and industries through a postal card writing program infused with the English classes.

7. Students will have an individual conference with their Guidance Counselor.

8. Students will be able to discuss their career literature received with their parents or guardians.

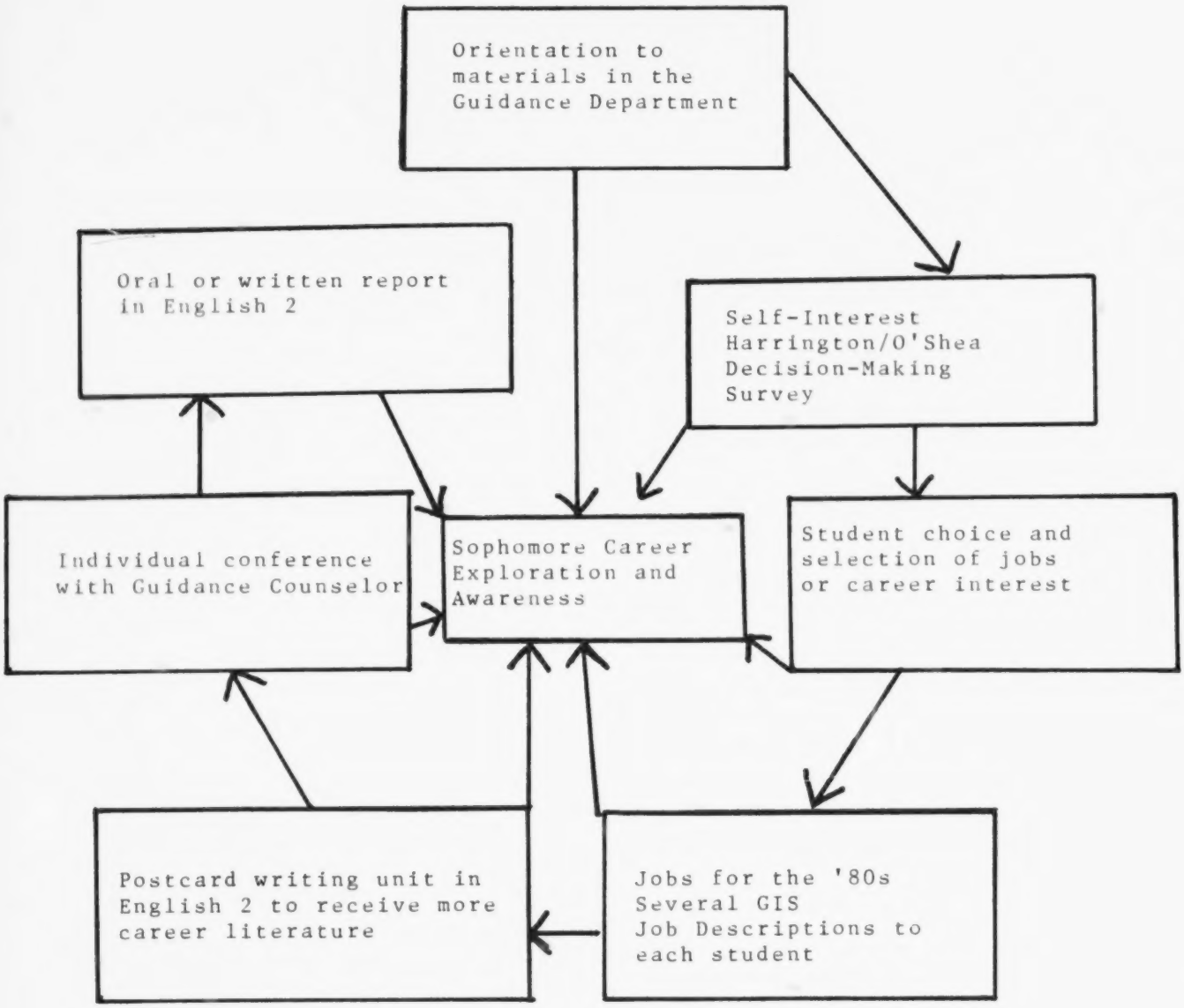
9. Students will review six (6) Filmstrips from Guidance Associates on Jobs For The 80's in English 2, Algebra 2, College Biology, Keyboard and Advanced Wood Classes.

PROCEDURES: General Design

Sophomore Career Exploration and Awareness Program

(SCEAP)

Procedural Flow Chart


Orientation to materials in the Guidance Department
Oral or written report in English 2
Self-Interest Harrington/O'Shea Decision-Making Survey
Individual conference with Guidance Counselor
Sophomore Career Exploration and Awareness
Student choice and selection of jobs or career interest
Postcard writing unit in English 2 to receive more career literature
Jobs for the '80s Several GIS Job Descriptions to each student

PROCEDURES: GENERAL DESIGN

The sophomore year program entitled "Sophomore Career Exploration and Awareness" is designed to instill and motivate student interest and awareness of careers and the world of work we live in. This phase would take place during the second semester of the sophomore year and would include participation of and be in conjunction with the English 2 classes on small group and/or individual basis with the following procedural objectives:

A. To provide an orientation that would make students aware of the vast amount of career literature, materials and equipment available in the Guidance Department.

English 2 classes come to the Guidance Department for an orientation session geared to make the sophomore students aware of the vast amount of career literature available. There is random class division into cluster groups of five to eight students who would rotate every ten minutes with mini program presentations given by each counselor in the following areas after an initial orientation by the coordinator and distribution of Guidance Department Newsletter, "What Guidance Can Do For You":

1. Discussion of career and occupational briefs, guides, files, and handbooks.

2. Demonstration of Guidance Information System (GIS) computer hook-up; especially the Occupational, Armed Service, Four Year College, and Two Year College files.

3. Discussion of college and trade school catalogs and handbooks.

4. Demonstration of filmstrip projector with career and occupational information.

B. To provide an instrument that allows each student to explore his/her occupational interests.

Counselors administer the Harrington/O'Shea Decision-Making Survey to students in the English 2 classes during a class period. This part of the program is to have the student explore self-interest in careers and jobs. The self-scoring survey is used as a "food for thought" type process that would point out to the student clusters of jobs available in career categories. Students are asked to further explore their results with their parents.

C. To allow students to select several of their specific career or vocational interests by completing their Guidance Information Service (GIS) Job Description Request Form.

Counselors distribute and discuss career magazines, distribute job outlooks from the Department of Labor, and students will complete their Guidance Information System (GIS) Job Description Request Form with several career or vocational interests. This would take place during the class period of the English 2 classes.

D. To distribute to each student 10 to 12 computer job descriptions for each selected career and to allow time and material for each student to request additional career literature by writing two postal cards to addresses provided on each job description.

All students receive their computer job descriptions in their English 2 classes and proceed under the supervision of their English 2 teachers to write two (2) postal cards to addresses provided on the job description for the purpose of obtaining further career literature.

E. To meet individually for a brief conference with his/her guidance counselors to further discuss his/her career interests.

F. To possibly prepare and present an oral or written report related to their career interests and additional materials received.

Students would possibly give an oral report or write a composition of their career interests and the materials received. This would be a graded part of the English 2 program and curriculum and would take place during the last marking period if time is available.

The career awareness and exploration phases are included within the English 2 class curriculum to become a more realistic study. A follow-up program that stimulates career planning, preparation and decision-making allows a thorough and efficient career development program at North Arlington High School.

It is a fact that the Guidance Department will continue to initiate and implement but also to expand a Sophomore Career Exploration and Awareness Program (SCEAP) to be structured for the tenth grade students during the second semester of their sophomore year. The program includes services designed not only to increase one's self-understanding and interest but also to improve and increase understanding of the educational and occupational opportunities available.

In essence, the sophomore career guidance stage of career development is designed to instill and motivate student exploration of interests and the awareness of careers and the world of work that they live in. The program does include the use of a Decision-Making Survey (example - The Harrington/ O'Shea Decision-Making Survey to stimulate interest, the Guidance Information System (GIS) computer hook-up program for the dissemination of occupational information or job descriptions to all sophomore students, the infusion into the English 2 classes a unit of business letter or postal card writing for additional career literature, culminating with an oral or written report to relate their total sophomore career-related experiences).

Jobs For The 80's: Where The Opportunities Are

A Sophomore Filmstrip program has been included in the total SCEAP phase of Project Lead The Way.

Jobs For The 80's: Where The Opportunities Are is a six-part career education program designed to help students make the best career choice possible in their ongoing career decision making process. The program is basically built around up-to-date research and statistical information taken and interpreted to suggest not only healthy career areas for the students, but also several specific clusters of good career opportunity.

Student Objectives

1. To learn what a job market is, how it can effect career choice and how to confirm that a chosen field has a healthy job market.

2. To discover the general fields that are expected to offer good opportunities for the next decade.

3. To become familiar with some of the specific jobs in these fields.

4. To become aware of the fact that even though a specific career cluster may have a poor job market, there may be certain areas within the field that promise a more healthy outlook.

General Design

The six-part "Jobs For The 80's" Filmstrip program is geared to supplement the SCEAP portion with audio-visual filmstrip material. The introductory filmstrip "Best Bets For New Careers" will be shown by Frank Kartan, Project Coordinator in the English 2 classes. This will be followed by "Science and Technology" in Algebra 2, "Health Occupations" in College Biology, "Office Occupations" in Keyboard 1, "Mechanics and Repairers, Construction" in Advanced Wood and "Transportation; Social Services; Art, Design; Communications" in English 2. The latter five filmstrips will be shown by individual academic teachers who will lead discussion after the filmstrips.

The Timeline for the Sophomore Jobs For The 80's presentation for 1988 appears on the following chart:

NORTH ARLINGTON HIGH SCHOOL

GUIDANCE DEPARTMENT

TO:	Mr. F. LaScala	Mr. J. Bennett	Miss C. Chrzanowski
	Mrs. H. Singler	Mrs. S. Borgess	Mrs. P. Alger
	Mr. A. Calabrese	Mrs. J. Glock	
	Miss J. LaForge	Mrs. M. Rosolen	
	Mrs. J. Abbatiello	Miss K. Farrell	
	Mrs. V. Turiano	Mr. Marshall	
	Miss Carluccio	Mr. Garbowski	

FROM: William F. Ferguson, Director of Student Personnel Services
Frank Kartan, Guidance Counselor, Project Lead The Way

RE: Sophomore Career Exploration and Awareness Program (SCEAP)

DATE: December 9, 1988

The members of the Guidance Department will conduct a six (6) part career exploration and awareness program with the students in the Sophomore English classes as part of Project Lead The Way.

PART A

On TUESDAY, JANUARY 10, 1989, Mrs. Singler and Mrs. Alger will bring each of their respective Sophomore English classes to the Guidance Office during periods 3, 6 and 7.

On WEDNESDAY, JANUARY 11, 1989, Miss Chrzanowski will bring each of her respective Sophomore English classes to the Guidance Office during periods 3 and 7.

The following program will take place:

1. Initial orientation by Mr. Kartan and distribution of Guidance Department Newsletter, "What Guidance Can Do For You?"
2. Division into cluster groups and rotation around approximately 12 minute intervals with:

   a. Miss LaForge and Mrs. Abbatiello -discussion of career and educational briefs, guides, files and handbook, demonstration of film-strip projector with career information.
   b. Mr. Kartan - demonstration of Guidance Information (GIS) Computer hookup.
   c. Mr. Ferguson - Discussion of College, trade school, catalogs and handbooks.

PART B

On THURSDAY, JANUARY 12, 1989, counselors will administer the Harrington/O'Shea Survey for Career Decision-Making to students in the English 2 classes.

The survey will take the entire period. The following schedule will be followed:

PERIOD		TENTATIVE TOTAL STUDENTS	TEACHER	ROOM	COUNSELOR
3	English 2C	23	Mrs. Alger	311	Mr. Kartan
3	English 2	16	Miss Chrzanowski	303	Miss LaForge
6	English 2C	24	Mrs. Alger	307	Mr. Ferguson
7	English 2C	21	Mrs. Singler	304	Mr. Kartan
7	English 2	21	Miss Chrzanowski	303	Mrs. Abbatiello

PART C

ON FRIDAY, JANUARY 13, 1989 counselors will complete and discuss any questions on the career survey in the English 2 classes according to the previous days schedule. Students will each receive a career magazine, and job description request form with their career or vocational interests. The "Jobs for the 80's"; "Where Opportunities Are" introductory filmstrip "Best Bets For New Careers" will by shown by each counselor in the English 2 classes.

PART D

During January and February the reminaing 5 "Jobs for the 80's" filmstrips will be shown by the individual academic teachers. "Science and Technology" in Algebra 2; "Health Occupations" in College Biology 1; "Office Occupations" in Keyboarding 1; "Mechanics and Repairers Construction" in Advanced Wood, and Transportation; "Social Services; Art Design; Communications" in English 2. The timeline for the Sophomore jobs for the 80's filmstrip presentation for 1988 appears on the following chart.

PART E

During the months of February and March, Mr. Kartan, Miss LaForge and Mrs. Abbatiello will meet individually with each student to discuss his/her career and Mr. Kartan will run off computer job description printouts from the Occupational Files of the Guidance Information System (GIS) for each student.

PART F

On MARCH 9, 1989, students will receive their computer job description printouts from the GIS computer hookup from Frank Kartan in their English 2 class. On March 10, 1989, Mrs. Singler, Mrs. Alger and Miss Chrzanowski will direct their students to write letters on free postal cards to addresses on the job descriptions for more career literature. Students may be asked in the Spring to write a composition on their career interests and will evaluate the program in June.

FK/kml

cc: Mr. Blanco
Mr. Kinloch
Faculty
Mr. Roden
Mr. Praschak
Department Chairpersons

SOPHOMORE JOBS FOR THE 80'S: WHERE THE OPPORTUNITIES ARE

FILMSTRIP PRESENTATION TIMELINE 1989

Date Career Area	1/13 Introduction - Best Bets for New Careers	1/17 Science and Technology	1/19-1/20 Health Occupations	1/24 Office Occupations	1/26 Mechanics & Re-pairers-Const. Occ.	1/31 Tranportation; Soc. Serv.; Art, Design, Communication
Class Per. 1		Alg. 2 - 207 Turiano	Col. Bio 1-220 Bennett Biology 7 - 221 Borgess		Adv. Wood - 116 Garbowski	
2					Adv. Wood - 116 Marshall	
3	Eng. 2 - 303 Chrzanowski Eng. 2C - 311 Alger			Keyboard 1 - 212 Farrell		Eng. 2 - 303 Chrzanowski Eng. 2C - 311 Alger
4			Biol. 7 - 220 Borgess Col. Bio. 9-220 Bennett	Keyboard 1 - 212 Glock		
5		Alg. 2 - 207 Turiano				
6	Eng. 2C - 307 Alger	Alg. 2 - 207 Turiano		Keyboard 1 - 212 Farrell		Eng. 2C - 307 Alger
7	Eng. 2 - 303 Chrzanowski Eng. 2C - 304 Singler	Alg. 2-9 - 205 Carluccio				Eng. 2 - 303 Chrzanowski Eng. 2C - 304 Singler
8				Keyboard 1 - 212 Farrell		

SCEAP TIMELINE 1989

January 10 - 11	Guidance Department Orientation - Counselors
January 12	Harrington/O'Shea Decision-Making - Counselors
January 13	Job Description Selection - Counselors
January 13	Best Bets For New Careers - English 2 - Jobs In The 80's - Counselors
January 17	Science and Technology - Alg. 2
January 19 - 20	Health Occupations - Coll. Bio. 1
January 24	Office Occupations - Keyboard 1
January 26	Mechanics and Repairers, Construction Occupations Adv. Wood
January 31	Transportation; Social Services; Art, Design; Communications
March 9	Receive Job Description - Mr. Kartan
March 10	Postal Card Writing - Eng. 2 Teachers
June 6	Final SCEAP Survey - Mr. Kartan
Feb/Mar/Apr	Individual Conference With Counselor

PROJECT LEAD THE WAY

SOPHOMORE CAREER EXPLORATION AND AWARENESS PROGRAM

(SCEAP)

Guidance Department
North Arlington High School
January 1989

NORTH ARLINGTON HIGH SCHOOL

GUIDANCE DEPARTMENT

January 1989

TO: Sophomore Class of 1991

FROM: William F. Ferguson, Director of Student Personnel Services
Janet La Forge — Counselor
Frank Kartan — Counselor
Jacqueline Abbatiello — Counselor SATELLITE Students

WHAT GUIDANCE COULD DO FOR YOU!

LEARN FROM YESTERDAY!! LIVE FOR TODAY!! PLAN FOR TOMORROW!!

A. Develop future career interests. Take every opportunity to IMPROVE - do not go in REVERSE and fall flat on your face! Get as much knowledge from your courses now! Remember you need 4 points to pass a course and 110 credits to graduate, but these are only minimum needs. You need good grades in order to become successful in the world of work. Apply yourself now and do your best not doing the least to just get by. Rank in class is important. Watch your attendance. Tardies don't help you keep a job or stay in class.

B. Perk up and start thinking about something worthwhile.
YOUR CAREER AND YOUR FUTURE!

According to statistics, each one of you should live another sixty (60) years. It will be to your advantage to spend time thinking of plans for your career and vocation NOW - Prior to graduation. You may work 40 to 50 years.

Possibilities upon graduation are:

1. Immediate employment (occupation)
2. Trade or Technical Schools (Vocation)
3. Nursing or Secretarial Schools
4. Two year Junior Colleges or Community Colleges
5. Four year colleges
6. Armed Services
&. Apprenticeships

Hey, let's stop playing games - the best way to get something done is to begin.

D. The Guidance Department WANTS to help you begin planning your future!

Information is available on careers, colleges, technical and trade schools, secretarial schools, nursing schools, occupations, financial aid - you name it - the Guidance Department has it - IF NOT - WE CAN GET IT!

1. Various Educational and Occupational Guides.
2. Occupational and Educational View Deck.
3. Career Briefs
4. Occupational Filmstrips
5. Files of Career Literature
6. College Catalogs
7. Catalogs on many forms of higher education
8. Scholarship and Financial Information
9. Armed Services Information
10. Vocational Information - Apprenticeships

E. G.I.S. - What is it??

G.I.S. is GUIDANCE INFORMATION SYSTEM. A computer based system which can give you information about civilian and military occupations, four year and two year colleges, vocational schools, graduate schools, scholarships and financial aid.

ALTHOUGH G.I.S. WILL NOT MAKE ANY DECISIONS FOR YOU - HOWEVER - IT CAN HELP YOU LOCATE INFORMATION TO HELP PLAN YOUR FUTURE.

The GUIDANCE INFORMATION SYSTEM is located in the Guidance Office and contains the following files:

1. OCCU - Occupational Information File (1025 Jobs)
2. ASOC - Armed Service Occupation Section (205 Jobs)
3. COL 4 - FOUR YEAR COLLEGE FILE -
   Making a decision about a four year college (1736 Colleges)
4. COL 2 - TWO YEAR COLLEGE FILE
   Making a decision about a two year college (1771 Colleges)
5. GRAD - GRADUATE SCHOOL INFORMATION FILE
   Making a decision about graduate schools. (1529 Colleges)
6. AIDS - FINANCIAL AIDS INFORMATION FILE
   Information about financial aid from federal government programs, private sources and State funded programs. (66 different aids)
7. NJVT - NEW JERSEY VOCATIONAL TECHNICAL FILE (433 Schools)
   Making a decision on technical, trade and secretarial schools.

F. TAKE GOOD CARE OF YOUR FUTURE BECAUSE THAT'S WHERE YOU'RE GOING TO SPEND THE REST OF YOUR LIFE! There is a wealth of information available in the Guidance Department through The Guidance Information Service and your counselor. Work with your counselor and obtain as much information as possible. The NEDT (National Education Development Test) will be given on Thursday, February 16, 1989.

THE INFORMATION IS HERE - TO HELP YOU MAKE DECISIONS ON PLANNING YOUR FUTURE!

FK/kml

NORTH ARLINGTON HIGH SCHOOL

GUIDANCE DEPARTMENT

TO: Sophomores - Class of 1991

FROM: Guidance Department - Project Lead The Way

DATE: January 13, 1989

In order to give you some information from the GIS Computer on a career or vocation that you are interested in, please complete the following and return immediately to your English;

NAME _____

ENGLISH PERIOD _____ ENGLISH TEACHER _____

I am interested in information on the following occupation(s):

1. _____

2. _____

3. _____

Each student will receive their computer job descriptions in March in their English class, 2 free postal cards, and will write for additional career literature.

NORTH ARLINGTON HIGH SCHOOL

GUIDANCE DEPARTMENT

To: Faust LaScala
Anthony Calabrese
Holly Singler

From: William Ferguson, Director of Student Personnel Services
Frank Kartan, Guidance Counselor, Project Lead The Way

Re: Sophomore Postal Card Writing

Date: February 16, 1989

A. On Thursday, March 9, 1989, Frank Kartan will distribute to each student their computer job description print-outs from the GIS computer hookup in their English 2 classes accordingly:

PERIOD	CLASS	TOTAL STUDENTS	TEACHER	ROOM
3	English 2C	23	Mrs. Alger	311
3	English 2	16	Miss Chrzanowski	303
6	English 2C	24	Mrs. Alger	307
7	English 2C	21	Mrs. Singler	304
7	English 2	21	Miss Chrzanowski	303

B. On Friday, March 10, 1989, Mr. Calabrese and Mrs. Singler will direct their English 2 students to write letters on 2 postal cards to addresses on job descriptions for more career literature.

FK/kml

cc: Mr. Blanco
Mr. Roden
Mr. Kinloch
Mr. Praschak
Ms. LaForge
Mrs. Abbatiello

NORTH ARLINGTON HIGH SCHOOL

GUIDANCE DEPARTMENT

ENGLISH DEPARTMENT

March 10, 1989

TO: Members of the Sophomore Class of 1991

FROM: Frank Kartan, Guidance Counselor, "Project Lead The Way"
Mrs. Singler, English Teacher
Mrs. Alger, English Teacher
Miss Chrzanowski, English Teacher

RE: Form Letter to send for additional career literature.

When you receive your Job Descriptions, you will receive two (2) post cards to send for additional career literature.

1. Choose two (2) jobs that you would like additional career literature and write the address from the Job Descriptions on the front of the post card.

2. Write your name and your return address on the upper front left corner and include the following letter on the back:

March 10, 1989

To Whom It May Concern:

I am a North Arlington High School student who is interested in in a career as _____. Please send me as much career literature as soon as possible so that I can use it for a career paper and also help me decide on my career.

_____

(Your name)

FK/kml

NORTH ARLINGTON HIGH SCHOOL
GUIDANCE DEPARTMENT

June 7, 1988

To: All Sophomores

From: Frank Kartan, Guidance Counselor, Project Lead the Way

Re: Evaluation of the Sophomore Career Exploration and Awareness Program

The last two parts of the career program included a job description computer printout that you received in May and postal card writing for additional literature. Will you please complete the following to help me evaluate the Career Exploration and Awareness Program that we had in January and February.

Check one answer for each:

1. I found the Career Decision Making Survey on Wednesday _____interesting and helpful _____ not interesting and helpful.

2. I _____ learned _____ did not learn about the vast amount of career literature in the Guidance Department on Tuesday.

3. I _____ discussed _____ did not discuss literature received with my parents.

4. I found the entire program in January and February to be _____ worthwhile _____ not worthwhile.

5. I _____knew _____ did not know that I would receive more career literature.

6. I thought the career filmstrips _____were helpful _____were not helpful in my career decision making process.

7. Did you receive your GIS Computer Job descriptions on the careers you asked information on in your English 2 classes from Mr. Kartan. _____Yes _____No.

8. Did you receive two (2) free postal cards and write for additional career literature in your English 2 class with Mrs. Singler, Mr. Calabrese and Mr. Jones. _____ Yes _____No

9. Please list any comments or suggestions that you might feel important about the program. _____

_____

_____

_____

Student's Name _____

FK:mb

NORTH ARLINGTON HIGH SCHOOL

PROJECT LEAD THE WAY

TO: Mr. Blanco, Mr. Praschak, Mr. Roden, Mr. Kinloch, Mr. Ferguson, Miss LaForge, Mrs. Abbatiello, Mr. LaScala, Mr. Calabrese, Mrs. Singler, Department Chairpersons, NJ Department of Vocational and Career Education

FROM: Frank Kartan, Coordinator
Project Lead The Way

RE: Results of the preliminary evaluation of the Sophomore Career Exploration and Awareness Program (SCEAP) 1987

The first three (3) parts of the five (5) part Sophomore Career Exploration and Awareness Program (SCEAP) took place during the week of January 11, 1988. On June 7, 1988, the students in the sophomore English classes completed a preliminary survey to evaluate the program.

A total of 94 students participated in the survey.

The results are as follows:

1. 83 students or 88% found the Harrington/O'Shea Career Decision-Making Survey given on Wednesday, January 13, 1988 to be interesting and helpful while 11 students or 11% did not. Approval decreased 4%.

2. 90 students or 96% said that they learned about the vast amount of career literature in the Guidance Department on Tuesday, January 12, 1988 during a small cluster group orientation that centered about four guidance counselors and covered:

   a. Career and occupational briefs, guides, files, and handbooks.
   b. Demonstration of Guidance Information Service (GIS) computer hook-up.
   c. Discussion of college and trade school catalogs and transcripts.
   d. Demonstration of filmstrip projector with career and occupational information.

   2 students or 2% said that they did not learn about the vast amount of career literature in the
   Several students were absent. This represents a positive 1% increase and a 10% increase over the past 3 years.

3. 57 students or 61% said that they discussed the career literature received during the program with their parents, while 37 students or 39% said they did not. This represents a positive percent of students who have had discussions over careers with their parents or guardian.

4. 83 students or 88% found the entire program to be worthwhile, while 11 students or 12% found it not worthwhile. Approval decreased 7%, but remains exceptionally high.

5. 49 students or 52% said that they knew that they will receive more individual career literature and 45 students or 48% said that they did not know. Awareness decreased 17%.

6. 43 students or 46% thought the career filmstrips were helpful, while 50 students or 53% felt that they were not helpful in their career decision making process. Filmstrips must be updated.

7. 94 students or 100% did receive their GIS computer job descriptions on the careers they asked information on in their English 2 class from Mr. Kartan.

   COMMENT: Every student in the English 2 classes received several career job descriptions from the GIS computer.

8. 92 students or 98% received two (2) free postal cards and wrote for additional career literature in the English 2 classes with Mrs. Singler and Mr. Calabrese.

   COMMENT: Every student in the English 2 classes did receive and write two (2) postal cards for additional career literature in their English 2 class before the end of the year.

CONCLUSIVE OBSERVATION

A decrease of 6% students or still an 88% majority of students in the sophomore English classes found the preliminary parts of the Sophomore Career Exploration and Awareness Program to be a valuable means for assisting them in their career decision-making process. A 4% decrease to 88% of the sophomores thought that the Decision-Making Survey was interesting and helpful while 96% had a positive attitude towards the Guidance Department orientation. There was a similar 61% in the number of students who discussed the career literature with their parents or guardian. Every sophomore received an average of 10 GIS computer job description printouts and every sophomore did receive two (2) free postal cards and write for additional career literature in their English 2 class. In general, the results of all areas surveyed are at a very positive 88% approval level. Even though 53% of the students surveyed felt that the career Filmstrips, "Job's In The 80's" were not helpful, many students felt that they were important to the program. All students received the Fall, Winter and Spring edition of the magazine.

FK/kml

NORTH ARLINGTON HIGH SCHOOL
GUIDANCE DEPARTMENT

June 7, 1988

To: Members of the Sophomre English Classes

From: Frank Kartan, Guidance Counselor, Project Lead the Way

Re: Sophomore Career Exploration and Awareness Program Survey

During the year, your Guidance Counselors held an extensive career program that included a three day program in January, an individual conference with your counselor, GIS computer job descriptions, and free postal cards to write in your English 2 class for additional literature. The purpose of the program was to assist you in career awareness and decision-making for your future.

Please complete the following questionnaire now:

1. Did you have a brief individual conference with your Guidance Counselor in February, March, April or May?
   _____Yes _____No

2. Did you receive career literature from both places that you wrote to?
   _____Yes _____No

3. If you answered question 2 "Yes" go to number 4. If you answered question 2 "No", did you receive any career literature from one place that you wrote to?
   _____Yes _____No

4. If you received career literature, what was it on?_____

5. List the jobs or careers that you wrote for but did not receive literature in the mail. _____
   _____

6. Do you think that this year's total program including the postal card writing, the mail received, job descriptions, decision-making survey, Career Magazines, the Guidance Department Orientation and the career filmstrips has helped you in thinking seriously about your career interest?
   _____Yes _____No

7. Have you changed your mind about what career you want to follow in the future?
   _____Yes ____No

8. What do you now want to do in the future? List career or job._____
   _____

9. If there are to be career speakers or field trips for your Junior Career Program next year, list the career or job you would be interested in:_____
   _____
   _____
   _____

Student's Name_____

FK:mb

NORTH ARLINGTON HIGH SCHOOL

PROJECT LEAD THE WAY

TO: Mr. Blanco, Mr. Praschak, Mr. Roden, Mr. Kinloch, Mr. Ferguson, Miss LaForge, Mrs. Abbatiello, Mr. LaScala, Mr. Calabrese, Mrs. Singler, Department Chairpersons, N.J. Department of Career and Vocational Education

FROM: Frank Kartan, Coordinator
Project Lead The Way

RE: Results of June 7, 1988 Sophomore Career Exploration and Awareness Program (SCEAP) Survey

On June 7, 1988, 83 students out of 94 or 88% found the entire first three parts of SCEAP to be worthwhile, while 11 students or 12% found it not worthwhile.

On June 7, 1988, the students in the Sophomore English classes also completed a final survey to evaluate the last two parts of the career program which include job descriptions from the GIS computer hookup, postal card writing for additional career literature and an individual conference by the student with his/her counselor.

A total of 95 students participated in the survey.

The results are as follows:

1. 90 students or 95% had a brief individual conference with their Guidance Counselor in February, March or April, while only 5 students or 5% did not. This is an 11% increase from the previous year and an 18% increase over the past two years.

   COMMENT: After checking the student's personal file, it was noted that most of the 5 students did have a short meeting with their counselor by the end of the year. Conference was used to update student personal files, give rank in class, check next year's schedule and discuss career choices at this time. Counselors will be given a list of students who did not have a conference.

2. 33 students or 35% did receive career literature from both places that they wrote to, while 62 students or 65% did not.

   COMMENT: A large amount of the students received additional career literature from both professional organizations or industries that they wrote to although there was a decrease. Students wrote postal cards in May not March as in the past.

3. 38 of 62 students or 61% who did not receive career literature from both addresses did receive career literature from at least one of the addresses written to, while 24 of 62 students or 39% did not.

COMMENT: 71 of the 95 students or 75% received additional career literature from professional organizations and industries written to, while 24 students or 25% did not receive additional career literature in the mail. Careers of the students will be reviewed and Time Share Corporation will be notified as to the occurrence and asked about dead addresses and updating process to make sure addresses used are valid. There was a drop in the number of students who received literature. A total of 75% of the students receiving literature represents a tremendous return and thanks should be given to Time Share Corporation for updating the addresses. Students also did receive three Career's Magazines and 8-10 job descriptions each from GIS computer program. Due to late postal card writing in May not March, students did not receive literature at time of survey.

4. 30 students or 32% said that they changed their mind about what career they want to pursue in the future, while 65 students or 68% said that they did not change their mind.

   COMMENT: Statistics prove that the total Sophomore Career Exploration Awareness Program (SCEAP) did constructively assist students in their present career decision-making process. The program basically assisted 68% of the students in reinforcing their decision and assisted 32% of the students in changing their mind. Obviously, the quantity and quality of career literature has added to each student's career decision-making process through exploration and awareness.

5. 84 students or 88% thought that this year's total Sophomore Program including the Guidance Department Orientation, the decision-making survey, the three (3) Career Magazines, the job descriptions, the postal card writing, the mail received, the individual conference with the counselor, and additional career literature has helped them think seriously about their career interest, while only 11 students or 11% did not.

   COMMENT: A high number of students in the sophomore English classes felt that the Sophomore Career Exploration and Awareness Program (SCEAP) has had an effect on their present choice(s) in their career decision-making process. The favorable student response was similar wnen compared to the preliminary student survey. Favorable response decreased from last year but remained high since all students received job descriptions, three (3) career magazines, wrote for additional literature, and received additional career literature in the mail at their home addresses, all after the preliminary three (3) parts of the program. 88% positive student response is an excellent and most favorable response to a program geared to assist students in their career decision-making process.

FK/kml

NORTH ARLINGTON HIGH SCHOOL
NORTH ARLINGTON, NEW JERSEY
(201) 991-6800

GUIDANCE DEPARTMENT

David Roden
PRINCIPAL

ROBERT B. KINLOCH
ASSISTANT PRINCIPAL

RIP COLLINS
ASSISTANT TO THE PRINCIPAL

WILLIAM F. FERGUSON
DIRECTOR OF STUDENT PERSONNEL SERVICES

GUIDANCE COUNSELORS
JOHN DELANEY
JANET LA FORGE
FRANK KARTAN

SECRETARIES
AMY RUD
MARGARET BLACK

ATTENDANCE OFFICER
Mildred Guarino

July 22, 1987

Diane Parsons
TSC Box 683
Hanover, NH 03755

Dear Diane:

As per our conversation on July 26, 1982 and letters the last four years, I am again enclosing a copy of our complete Career Education Program involving grades 8 thru 11. On June 3, 1987 I surveyed the sophomores who wrote two (2) postal cards to the addresses on the G.I.S. job descriptions from the occupations file. 49 students received literature from both places, 37 students from one place and 20 students from neither place. This represents a decrease from the previous years.

The careers written for information and not received are as follows in random order:

Biologist
State Police
Elementary Teacher (3)
Secondary Teacher (3)
Pre-School Teacher (3)
Detective
Accountant
Executive Secretary
Fashion Designer (3)
Real Estate Agent
Management Trainee (4)
Florist
Secretary (2)
Hotel/Motel Manager (3)
Chef (3)
Social Worker (2)
Commercial Artist
Model
Computer Operator (3)
Interior Designer
Electronics Technician
Sales Manager
Disc Jockey
Oceanographer
Buyer
Jeweler
Dentist
Marine Biologist
Psychologist
Athlete
Counselor

Our sophomores will write postal cards again in March 1988 and our grade 8 students will write postal cards again in May 1988. We do use the G.I.S. files quite extensively combined with TSC career opportunity filmstrips, career boxes and livelyhoods filmstrips and I purchased 4 sets of job tours and 4 sets of job lab career briefs for our elementary two years ago.

I hope that I might have been of some assistance in your up-dating process and again hope that you realize our extensive use of the G.I.S. files in grades

8 thru 12. Any questions please call me at (201) 991-6800, Ext. 211. Lastly, have any career filmstrips from TSC been updated? Please send brochures as per our most recent conversation today, July 22, 1987.

Please keep in touch and thank you, it was nice talking to you today.

Sincerely,

Frank Kartan

Frank Kartan
Guidance Counselor
Project Lead the Way

FK/mft

1988 SOPHOMORE SURVEY FOR JUNIOR YEAR 1988 - 89 SPEAKERS AND FIELD TRIPS IN CAREER INTEREST

CLUSTERS - JUNE 1988

SKILLED CRAFTS	TECHNICAL	LEGAL	MANUAL WORK	MATH-SCIENCE
Carpenter (1) Chef-Cook (5) Plumber (1)	TV/Radio Repair (1) Air Cond./Refr. Repair (1) Drafter (1)	Lawyer (5) Criminal Lawyer (1) District Attorney (1) Tax Attorney (1)		Mechanical Eng. (2) Electrical Eng. (1) Math-Science (1) Mathematician (1) Engineer (3) Physicist (1) Zoologist (2) Marine Biologist (3) Optician (1) Microbiologist (1)
COMMUNICATION	**MUSIC WORK**	**MANAGEMENT-ACCT.**	**CLERICAL WORK**	**MEDICAL-DENTAL**
News Writer (1) Sports Announcer (1) TV/Radio Announcer (2) Journalist (2) Reporter (1) Author (1) Advertising (2)	Actress (2)	Personnel Mgt. (1) Business Mgt. (7) Hotel/Rest. Mgt. (4) Accounting (7)	Secretary (4) Legal Secr. (1) Word Processor (1)	Medical Asst. (2) Dental Asst. (1) Doctor (1) General Practioner (1) Pathologist (1) Ornithologist (1) Nursing (2) Pediatrician (1) Occupational Therapist (1) Veterinarian (1) Mortician (1)

ENTERTAINMENT	CUSTOMER SERVICE	SOCIAL SERVICE		
Athlete (1)	Cosmetology (9) Flight Attendant (1) Landscaper (1) Animal Care (1) Travel Agent (2) Airline Pilot (3)	Psychologist (4) Social Worker (2) Child Psychologist (1) Private Detective (1) Policeman (1) State Trooper (1) Special Agent (1) Arson Investigator (1) Fire Fighter (1) Child Care (2)	Teacher (2)	Computer Oper. (1) Computers (5) Computer Prog. (1) Computer Technician (1)
ART WORK	PERSONAL SERVICE	SALES WORK	OTHERS	
Cartoonist (1) Graphic Design (1) Fashion Designer (2) Illustrator (3) Architect (1)	Conservationist (1)	Real Estate (2) Fashion Buyer (1) Stock Broker (1)	Military (1)	

NORTH ARLINGTON HIGH SCHOOL

GUIDANCE DEPARTMENT

June 7, 1988

To: Sophomores - Class of 1990

From: Guidance Counselors: William F. Ferguson, Janet LaForge
Frank Kartan and Jacqueline Abbatiello

Re: Reminders about you and your future.

A. In January you participated in the three (3) day seminar, a part of the Sophomore Career Exploration and Awareness Program (SCEAP). You remember the orientation in the Guidance Department, the Harrington/O'Shea Decision-Making Survey, the thirty page pamphlets from The Prudential Insurance Company on vocational schools and career-decision making, the completion of the job description request form for additional career information from the G.I.S. Computer and the careers magazine. You also saw the filmstrips "Jobs in the 80's, Where Opportunity Lies".

B. During February, March and April you should have had an individual conference with your counselor. On May 9th you received job descriptions and on May 10th free postal cards to write for additional career literature from addresses on the job descriptions. This was done in your English 2 classes. Many students have received career literature in the mail. If you didn't you will tell me about it, but you did receive other literature during the year.

C. The school year is almost over - make certain that you are working in all your classes. Exams are around the corner and worth half the 5th marking period grade. Don't Forget Your Rank In Class. It will be a factor in going to some school after graduation and you are the one who has to get accepted.

D. Next year as Juniors, there will be a follow-up career program in the English 3 classes in November. You will receive ample information on careers and schools to help you in your career decision-making process. There will be field trips and speakers also.

E. If you are considering going to college, you should plan to take the following tests at North Arlington High School: Preliminary Scholastic Aptitude Test (PSAT) on Saturday, October 22, 1988 and the College Board Scholastic Aptitude Test (SAT) on Saturday, March 11, 1989.

F. Do well on your exams and remember your rank in class is important. Don't just do the minimum least to pass. Start next year on a positive note.

G. Drinking, drugs and bad attendance will not help you at a job in the future.

H. Any questions - see your Guidance Counselor.

LASTLY - LEARN FROM YESTERDAY - LIVE FOR TODAY - PLAN FOR TOMORROW!

FK/kml

GRADE 11 "THINGS TO DO THE SECOND HALF OF THE JUNIOR YEAR"

1988 - 89

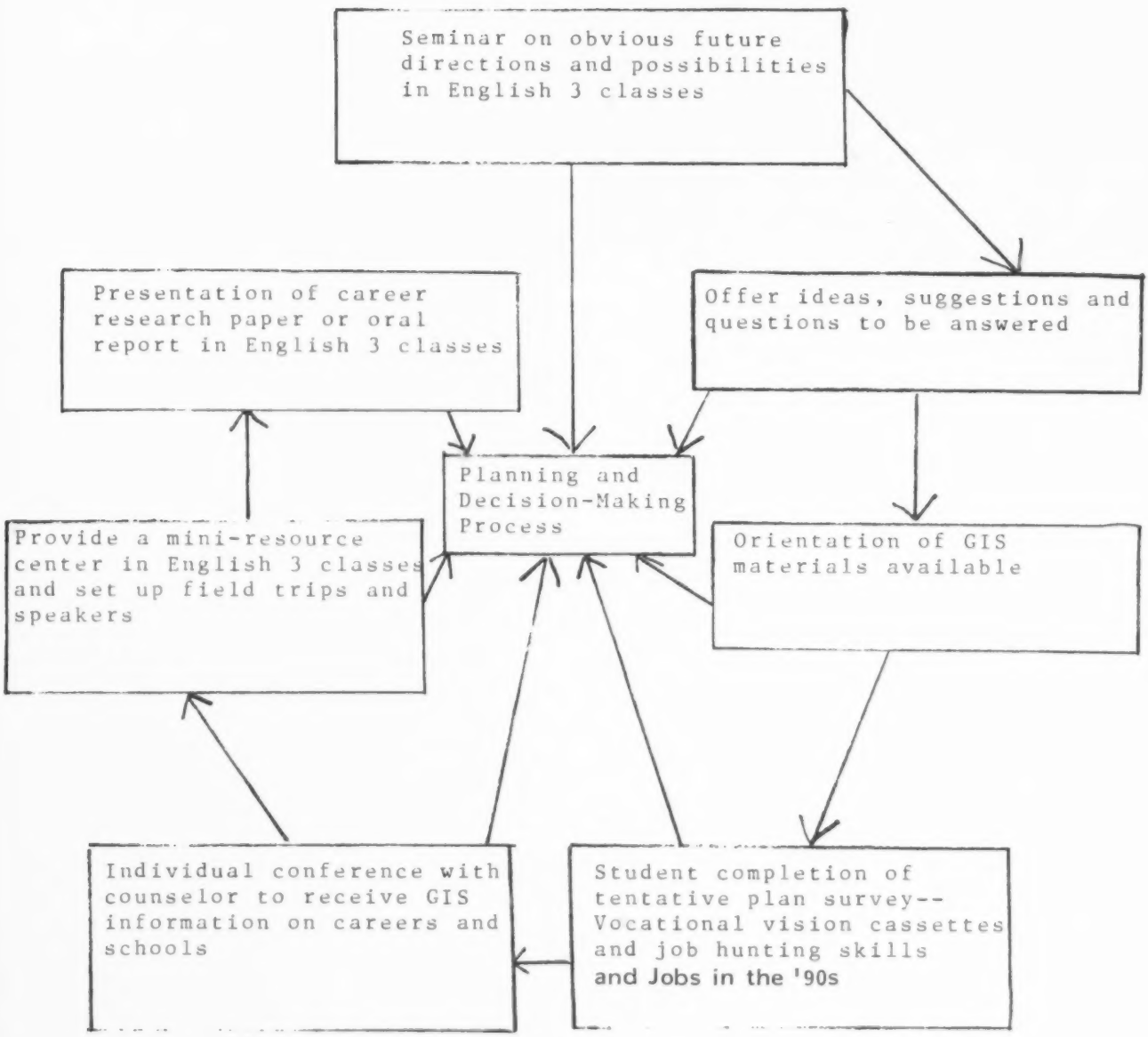
North Arlington High School
Guidance Department
Project Lead The Way
Frank Kartan, Coordinator

PROJECT LEAD THE WAY
JUNIOR "THINGS TO DO THE SECOND HALF" OBJECTIVES

1. To conduct a seminar to review with all juniors the obvious directions that will be taken by them after high school graduation.
2. To offer ideas, suggestions and questions to be answered in order to assist students in the developmental planning and directions in their future decision-making process.
3. To display visually the types of Guidance Information Service (GIS) materials available this year as juniors.
4. To allow each student time in the English 3 classes to complete a preliminary survey of his/her tentative plans used to supply each student with GIS literature on careers and schools.
5. To individually confer with his/her guidance counselor to discuss and receive information on careers and schools.
6. To write a career paper and/or do an oral report in conjunction with the English 3 Curriculm and under the supervision of and graded by their English 3 teachers.
7. To provide speakers and field trips for specific groups of students based on the sophomore cluster interest survey.
8. To have students view the Guidance Associates Vocational Visions vi deo-cassettes that relate to 38 distinct career areas.
9. To provide Guidance Associates videocassette on Resumes That Get Interviews and Interviews That Get Jobs, including resumes, cover letter, applications and interviews.
10. To provide Sunburst's Jobs In The '90s Filmstrips on Doers, Thinkers, Creators, Helpers, Persuaders and Organizers.

THINGS TO DO DURING THE SECOND HALF OF THE JUNIOR YEAR

Procedural Flow Chart


Seminar on obvious future directions and possibilities in English 3 classes
Presentation of career research paper or oral report in English 3 classes
Offer ideas, suggestions and questions to be answered
Planning and Decision-Making Process
Provide a mini-resource center in English 3 classes and set up field trips and speakers
Orientation of GIS materials available
Individual conference with counselor to receive GIS information on careers and schools
Student completion of tentative plan survey--Vocational vision cassettes and job hunting skills and Jobs in the '90s

PROCEDURES: GENERAL DESIGN

The Junior Year Program entitled "Things To Do During the Second Half of the Junior Year" is a follow-up program geared to assist students with their more specific plans of their future. It will take place during the second marking period which encompasses November and December within the English 3 classes. This program would include the following procedural objectives:

A. To conduct a seminar to review with all juniors the obvious directions that will be taken by them after high school graduation.

   Using a four page brochure, transparencies and an overhead projector, a counselor would conduct a seminar to review with all juniors in their English 3 classes the obvious possibilities that will occur with students after high school graduation.

   Discussion will center around the students' need to develop plans on whether to go to work, go into the armed service, undergo an apprenticeship, attend a trade, technical, nursing, or secretarial school or attend a two or four year college.

B. Offer ideas and suggestions and questions to be answered in order to assist students in the developmental planning and directions in their future decision-making process.

C. To display visually the types of Guidance Information Service (GIS) materials available this year as juniors

   Using transparency copies, a visual display of the types of Guidance Information Service (GIS) computer materials would be presented as a preview of materials available to the juniors. Presentation would be in the English 3 classes and would include more specific personal characteristic descriptions of jobs and careers, lists of colleges in New Jersey or any other schools and list of trade, nursing, technical or secretarial schools.

D. To allow each student time in the English 3 classes to complete a preliminary survey of his/her tentative plans used to supply each student with GIS literature on careers and schools.

E. To individually confer with his/her Guidance Counselor to discuss and receive information on careers and schools.

F. To write a career paper or do an oral report in conjunction with the English 3 Curriculum and under the supervision of andgraded by their English 3 teachers.

G. To explore key aspects of job training and work process in a variety of occupational areas using a series of vocational vision videocassettes.

H. To review steps taken in the job hunting process.

The Junior Year Program is a follow-up program that is initiated and implemented for students in their third year of high school and is geared to assist eleventh (11th) graders with their more specific career decision-making plans.

The Junior Year Program will include "Junior Career Week" which will be a five day program during the first week of November. The program entitled "Things To Do During The Second Half Of The Junior Year" would be structured to provide a five day seminar in the English 3 classes to offer ideas, suggestions, and questions to be answered in order to assist students in the developmental process of planning and decision-making. Tentative plans would be submitted for the dissemination of added GIS career literature and educational information. Individual conferences would be culminated with the development of a career research paper and/or oral report in the English 3 classes. During the school year Alumni career speakers will be brought in from industry to talk to the entire junior class. Career areas will be based upon the end of the year sophomore survey that includes the career cluster interests of the students in the present junior class. The English 3 teachers will also have an orientation on the class required career oral reports or career research papers that are developed during the period of November to January.

During the year a variety of career speakers from industry will talk to the students in specific classes and field trips will be taken on a small class basis to different industries. Students in their third year of high school in North Arlington are working on their individual interest and plans for their future that includes:

1. No further training, simply going to work.
2. Trade, technical, nursing or secretarial schools.
3. Apprenticeship.
4. Two year junior or community college.
5. Four year college.
6. Armed service.

Hopefully with the structured, sequential, and coherent plans of Project Lead The Way, students at North Arlington High School are making realistic career decisions that are leading to better educational planning and occupational choices during and after their senior year in high school.

The Guidance Associates Vocational Visions Videocassette program will be implemented within 17 Junior classes during "Junior Career Week". The program will be associating the 38 distinct career areas within classes related to them.

Purpose

The main purpose of the videocassette program is to allow students in the Junior class to explore certain aspects of job training and the work process in the many specific occupational areas covered.

Student Objectives

1. To see classroom, training-center and apprenticeship programs in action.
2. To view actual work sites and listen to workers talk about their jobs.
3. To review machinery, equipment, and special tools required for certain types of jobs.
4. To listen to what job trainers and work supervisors have to say about work, working, and workers.
5. To zero in on the specifics of 38 distinct career areas.
6. To further assist themselves in the career decision making process.

The Junior Guidance Associates Vocational Visions program will be shown during Junior Career Week according to the schedule chart that follows on the next page. The clusters with distinct career areas are as follows:

1. Technical/Manufacturing Cluster One: Welder, Drafter, Sheet Metal Worker, Instrumentation Technician. (20 min.)
2. Technical/Manufacturing Cluster Two: Computer Programmer, Engineering Technician, Fluid Power Technologist, Avionics Technician, Parts Merchandiser. (25 min.)
3. Transportation/Mechanical Cluster: Auto Mechanic, Auto Body Worker, Diesel Mechanic, Truck Driver. (20 min.)
4. Repair Cluster: Heating/Air Conditioning Repairer, Appliance/Refrigeration Repairer, Radio/TV Repairer. (15 min.)
5. Construction Cluster: Building Construction Worker, Carpenter, Construction Electrician. (15 min.)
6. Communications Cluster: Commercial Artist, Photographer. (10 min.)
7. Business/Office Cluster: Accountant, Bookkeeper, Secretary, Office Clerical Worker. (30 min.)
8. Personal Service Cluster: Cosmetologist, Food Service Worker, Educational Assistant, Law Enforcement Worker. (20 min.)
9. Health-Related Cluster: Surgical Technician, Human Services Technician, Dietetic Technician, Optometric Assistant, Medical Assistant. (25 min.)

NORTH ARLINGTON HIGH SCHOOL

GUIDANCE DEPARTMENT

September 30, 1988

TO: Faust LaScala, English Department Supervisor
All English 3 Students

FROM: Frank Kartan, Guidance Counselor, Project Lead The Way.
William F. Ferguson, Director of Student Personnel Services

RE: Junior Career Week

A five (5) day career planning, preparation and decision-making program will take place from October 31, 1988 to November 4, 1988 with the English 3 and other classes.

A. On Monday, October 31, 1988 and Tuesday, November 1, 1988, Mr. Kartan will show a "Job's For The 90's - Where You Fit In" filmstrip to assist students in choosing a career field. He will also review the obvious possibilities that will occur with students after graduation from North Arlington High School, including proper direction, career planning and decision-making techniques. A student brochure, transparencies and overhead projector will be used. Mr. Kartan will be in the English 3 classes as follows:

On Monday, October 31, 1988

PERIOD	CLASS	ROOM	# STUDENTS	TEACHER
4	English 3	311	19	Mrs. Alger
8	English 3	307	12	Mrs. Alger

**Miss Chrzanowski will show "Job's For The 90's -- The Doers And The Thinkers" filmstrip.

On Tuesday, November 1, 1988

PERIOD	CLASS	ROOM	# STUDENTS	TEACHER
2	English 3C	303	31	Miss Chrzanowski
4	English 3C	303	25	Miss Chrzanowski
8	English 3 Hon.	303	15	Miss Chrzanowski

**Mrs. Alger will show "Jobs For The 90's -- The Doers And The Thinkers filmstrip.

B. On Wednesday, November 2, 1988 and Thursday, November 3, 1988, Mr. Kartan will show a visual display of the types of computer Guidance Information Services (GIS) data that will be available to students on careers and school of higher education. Each student will complete a preliminary planning survey. Mr. Kartan will also show the "Job's In The 90's - The Creators And Helpers" filmstrip. Mr. Kartan will be in the English 3 classes as follows:

On Wednesday, November 2, 1988

PERIOD	CLASS	ROOM	# STUDENTS	TEACHER
4	English 3	311	19	Mrs. Alger
8	English 3	307	12	Mrs. Alger

**Miss Chrzanowski will show the "Job's In The 90's -- The Persuaders and Organizers" filmstrip.

On Thursday, November 3, 1988

PERIOD	CLASS	ROOM	# STUDENTS	TEACHER
2	English 3C	303	31	Miss Chrzanowski
4	English 3C	303	25	Miss Chrzanowski
8	English 3 Hon.	303	15	Miss Chrzanowski

**Mrs. Alger will show the "Job's In The 90's -- The Persuaders And Organizers" filmstrip.

C. The Junior Guidance Associates Vocational Visions Program will be shown during Junior Career Week according to the schedule chart that follows on the last page. The clusters with distinct career areas are as follows:

1. Technical/Manufacturing Cluster One: Welder, Drafter, Sheet Metal Worker, Instrumentation Technician. (20 min.)
2. Technical/Manufacturing Cluster Two: Computer Programmer, Engineering Technician, Fluid Power Technologist, Avionics Technician, Parts Merchandiser. (25 min.)
3. Transporation/Mechanical Cluster: Auto Mechanic, Auto Body Worker, Diesel Mechanic, Truck Driver. (20 min.)
4. Repair Cluster: Heating/Air Conditioning Repairer, Appliance/ Regrigeration Repairer, Radio/TV Repairer. (15 min.)
5. Construction Cluster: Building Construction Worker, Carpenter, Construction Electrician. (15 min.)
6. Communications Cluster: Commercial Artist, Photographer. (10 min.)
7. Business/Office Cluster: Accountant, Bookkeeper, Secretary, Office Clerical Worker. (30 min.)
8. Personal Service Cluster: Cosmetologist, Food Service Worker, Educational Assistant, Law Enforcement Worker. (20 min.)
9. Health-Related Cluster: Surgical Technician, Human Services Technician, Dietetic Technician, Optometric Assistant, Medical Assistant. (25 min.)

D. On Friday, November 4, 1988 the Guidance Associates videocassette on "Resumes That Get Interviews; Interviews That Get Jobs" will be shown by Miss Chrzanowski in her English 3 classes in Room 303.

On Monday, November 7, 1988 it will be shown by Mrs. Alger in her English 3 classes in Rooms 311 and 307.

E. An individual conference with each students Guidance Counselor will take place in November, December and January. This conference will be used to distribute and discuss GIS computer information on careers and schools.

FK/kml

cc: Mr. Blanco, Mr. Kinloch, Mrs. Abbatiello
Mr. Praschak, Mrs. Alger, Miss LaForge
Mr. Roden, Miss Chrzanowski
Department Chairperson, Members of the Faculty

JUNIOR GUIDANCE ASSOCIATES VOCATIONAL VISIONS PROGRAM 1988

Date	Period 1	2	3	4	5	6	7	8
ues. 1/1		Bus/Off. Word Proc. 213 Rosolen --- Repair Electricity 218 Gerard		Bus/Off. Word Proc. 213 Rosolen			Bus/Off. Word Proc. 213 Rosolen --- Personal Serv. Foods 1 Library Bowen	
Wed. 11/2	Transportation Construction Adv. Wood Cafe. - Garbowski	Transportation Construction Adv. Wood Cafe. - Marshall		Tech. Manuf. 1 Gr. Arts 2-4 Library Garbowski			Tech. Manu. 2 Physics 1 218 Spaccavento --- Tech. Manu. 1 Gr. Arts 2-4 Library Garbowski	
hurs. 11/3	Communication Art Hr. 1-3 112 Miller					Health Coll. Bio. 2 Lab. 220 Bennett	Comm. Art H. 1-3 112 Miller	

GUIDANCE ASSOCIATES

RESUMES THAT GET INTERVIEWS; INTERVIEWS THAT GET JOBS

This four part video cassette program is designed to prepare students for the task of Job-hunting in the future.

INTRODUCTION

The average employee in the United States spends over 2,000 hours a year on the job. Yet many workers spend little or no time at all laying the groundwork for landing these jobs, with the result that they are often dissatisfied with their careers.

One of the most difficult tasks in the job search process is the successful communication of the job applicant's qualifications to a potential employer. In this four-part audiovisual program, Resumes That Get Interviews; Interviews That Get Jobs, the high school student is given the basic tools to make this task more attainable as he learns how to effectively present himself both on paper and in person.

Part One, "Resumes: Presenting Yourself on Paper", focuses on the importance of a well-drafted resume. Such initial steps as skills identification, achievement inventories, and work and educational experiences are addressed, as are the how-to's of writing well-defined career objectives and exploring the three basic resume formats.

Part Two, "Cover Letters and Job Application Forms", graphically depicts examples of both effective and poorly executed resumes; demonstrates the proper grammar, format and content of the cover letter; and outlines what to include, and what not to include, when completing a job application form.

Part Three, "Job Interviews: Presenting Yourself In Person", the student learns to assess his potential employer's needs and discovers how his qualifications can better meet those needs when he completes extensive pre-interview "homework". Such issues as conducting research, anticipating and rehearsing interview questions, and wardrobe planning are addressed.

From anxiety control to business etiquette of the obligatory "thank-you" note, the interview itself is the entire thrust of "Managing the Job Interview", the final episode of the program. Here the student learns the importance of body language, good listening skills and consistency of approach in his job quest. In summary, the student discovers that a wise investment of time spent preparing for a job interview will go far in making a good-and lasting- impression.

SUMMARY OF CONTENT

Part One. Resumes: Presenting Yourself on Paper

Cites the importance of the well-drafted resume.

Outlines initial steps in resume-writing: skill/interest identification; achievements/accomplishments inventory; and lists of work experience and education, with dates.

Presents an example of a concise, well-written career objective.

Examines three resume formats, including chronological, functional and combined forms.

Part Two. Cover Letters and Job Application Forms

Contrasts/compares both effective and poorly executed resumes.

Investigates key elements of a successful cover letter, including proper subject matter; grammar; length; and general business format.

Demonstrates the correct way to complete a job application, emphasizing importance of neatness, thoroughness and appropriateness of statements.

Part Three, Job Interviews: Presenting Yourself in Person

Identifies the impact and importance of the first impression at the interview.

Outlines pre-interview preparation, including how to research a potential employer; reviewing personal strengths and weaknesses; anticipating interview questions; and creating mock interviews.

Part Four. Managing the Job Interview

Examines interview anxiety, citing its positive motivating aspects. Describes relaxation techniques and methods to channel nervous energy into positive outlets.

Describes initial interview behavior, including positive body language; listening skills; waiting for a cue to be seated.

Outlines techniques for responding to interview questions, with emphasis on listening skills; truthfulness; brevity; and consistency of comments.

Describes final interview behavior; reiterating interest in position; determining final decision; obtaining interviewer's business card.

Cites the importance of a "thank-you" note as a follow-up to an interview.

JOBS FOR THE '90s

INTRODUCTION

Today's young people will be able to choose from a multitude of jobs that, a generation ago, would have been considered science fiction. The Technological Revolution is changing the job market, just as it's changing all of our lives.

The robots are coming, along with other high-tech machinery, but that doesn't mean fewer job. It means new jobs for workers to design, build, run and maintain them. For example, as many as half a million robotics engineers will be needed in the '90s to introduce a new generation of robots into manufacturing plants, farms, and the construction industry. Then there is the commercialization of space. Once this country has deployed a space station, we would rapidly move from research and development in this new frontier to large-scale industrial production. That translates into new and exciting jobs.

The job market is organized into six occupation categories based on the theories of John L. Holland. Simply put, it suggests that the way to find your place in the job market is to identify the type of work you enjoy doing the most, because what you like to do is probably what you do best. By looking at the job market of the '90s from an individual point of view, taking into account likes and dislikes, patterns, and personality, all students can view the job search as "theirs". And as the program points out, there are going to be good job opportunities for just about everyone's preference. John Holland's approach helps to define personality patterns as they relate to occupational environments. The program then shows how a student's personality profile can be matched to some of the high-growth jobs of the '90s.

John Holland's theory of careers holds that the choice of a career is caused by a variety of forces that act upon the individual. A person's location, both geographically and historically, his or her social and economic background, family life, and specific endowments all create preferences that later become strong interests. As these interests are pursued, special abilities develop, and these abilities lead the individual to think, perceive, and behave in certain ways. Then, in order to satisfy his or her personality patterns, the individual seeks occupational environments within which he or she is comfortable.

JOBS FOR THE '90s uses the Holland Hexagon to organize the world of work into a meaningful structure. It says to students: narrow your job search to those aspects of like that you enjoy most.

Holland has defined six personality patterns with correlated occupational environments: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. These six types are arranged around a hexagon in a specific order as shown.

In order to facilitate students' comprehension of these categories, this program identifies the personality patterns as follows:

Realistic - Doers	Social - Helpers
Investigative - Thinkers	Enterprising - Persuaders
Artistic - Creators	Conventional - Organizers

These action-oriented labels provide a clear and immediately understandable picture of the personality types.

DOERS, People with a Realistic personality pattern, see themselves as acting out rather than thinking through solutions. They perceive themselves as stable, thrifty, practical, frank; as having mechanical and athletic ability, and as lacking ability in human relations. They enjoy activities requiring physical strength and coordination, and are less comfortable in situations requiring verbal skills.

THINKERS, those who fit the Investigative profile, prefer to think about a problem and deal with abstractions. They perceive themselves as scholarly, analytical, precise, cautious, intellectually self-confident; as having mathematical and scientific ability and lacking in leadership ability. They enjoy organizing and understanding the world, and are comfortable with ambiguity. Their values and attitudes may be unconventional. They tend to avoid interpersonal relationships or to cope with them in rational, analytic, or indirect ways.

CREATORS fall into the artistic profile as people who are creative, emotional, intuitive, independent, and artistically talented. They perceive themselves as expressive, original, nonconforming, introspective, independent, and disorderly. They tend to see the world in flexible, complicated, unconventional ways. They generally deal with people impulsively, or on an emotional basis, and have an aversion to explicit, systematic, ordered activities.

HELPERS are those whose personality pattern has a social orientation. They have well-developed verbal and interpersonal skills, and they tend to be humanistic and/or religious. They perceive themselves as cooperative, friendly, generous, understanding of others; as having teaching ability and lacking mechanical and scientific ability. They prefer to solve problems through feelings and they avoid analytic, physical, or highly-organized activities involving tools or machines.

PERSUADERS are enterprising types who have verbal skills that they use in selling things or in persuading others. They perceive themselves as aggressive, adventurous, argumentative, popular, self-confident, impulsive, energetic, and sociable; as possessing leadership and speaking skills, and as lacking in scientific ability. They are concerned with power and status, and may be ambitious and inquisitive. They avoid observational, systematic, and symbolic activities.

ORGANIZERS are people who fit into the conventional pattern. They prefer organized verbal or numerical activities and like a structured environment. They see themselves as conforming, conscientious, efficient, inhibited, obedient, orderly, practical, and unimaginative. They enjoy activities that entail explicit, ordered, systematic manipulation of data, filing materials, producing materials, and working toward organizational or economic goals. They are concerned with rules and regulations, and have an aversion to ambiguous, exploratory or unsystematized activities.

Many students believe that they must get a degree in a specialized area in order to find a significant spot in the workplace. This may mean that they feel pressured to make decisions about their future while still unsure of the direction they want to take. A new trend, however, is developing among corporations in America: Many companies are finding that liberal arts graduates have the well-rounded approach that enables them to find new approaches to old situations. A liberal arts education permits the student to take a general approach to education, without becoming boxed in by premature career decisions. This is not to say that specific college training is inadvisable for students who are sure of their vocation.

It is important for the noncollege-bound student to know that, in every occupational category, support personnel--assistants and technicians-- will be needed in great numbers. Two year community colleges and vocational schools are growing rapidly to help fill the demand for the large numbers of support personnel that will be needed. On-the-job training is yet another option. More and more corporations are favoring this approach as a way to train their workforces.

JOBS FOR THE '90s takes a deliberately optimistic view of the future. Its goal is to broaden students' knowledge of their options and to encourage their search for work that is personally rewarding.

LEARNING OBJECTIVES

To encourage students to think positively about their career options.

To introduce the Holland Hexagon and its categories of personality patterns and vocational environments.

To show how the different personality types overlap and combine.

To help students to identify their own personality pattern and illustrate how this knowledge can help in making career decisions.

To explore the relationship between personality patterns and the new jobs of the '90s.

To illustrate some jobs of the '90s that are suitable for many of the personality types and combinations.

PROJECT LEAD THE WAY

THINGS TO DO DURING THE SECOND HALF OF YOUR

JUNIOR YEAR

Guidance Department
NORTH ARLINGTON HIGH SCHOOL

November 1988

NORTH ARLINGTON HIGH SCHOOL
GUIDANCE DEPARTMENT

November 1988

TO: Juniors - Class of 1990

FROM: Mr. Ferguson
Miss LaForge
Mr. Kartan
Mrs. Abbatiello

RE: THINGS TO DO DURING THE SECOND HALF OF YOUR JUNIOR YEAR

A. MOST IMPORTANT

During the latter part of your Junior year, you should be taking every opportunity to improve your performance in your classes and not go in reverse and fall flat on your face! Scholastically, you should try to get as much knowledge from your courses because unless you fail (and who wants to fail a course) you will not take these courses again. REMEMBER, YOU NEED 4 POINTS TO PASS A COURSE AND 110 CREDITS TO GRADUATE. RANK IN CLASS WILL PLAY AN IMPORTANT PART IN BEING ACCEPTED TO SOME FORM OF HIGHER EDUCATION. Remember doing the minimum will not help you go places in the world of work in the future. Absences and tardies don't help either.

B. PERK UP AND START THINKING ABOUT SOMETHING WORTHWHILE - YOUR FUTURE!!

Most of you should live another sixty (60) years and work between forty (40) and fifty (50) years according to actuarial statistics. I believe it might be to your advantage to spend some time during the remainder of the year thinking of possible initial plans that you could have when you graduate from high school.

Some obvious possibilities are:

1. No further training, simply going to work. (Occupation)
2. Trade, Technical, Nursing or Secretarial schools. (Vocation)
3. Apprenticeship
4. Two year Junior or Community College.
5. Four year college.
6. Armed Service.

C. IF YOU PLAN TO WORK - there are three things you need to know before you start job hunting.

1. You should know something about yourself - what you enjoy doing and what kind of person you are. Think about whether you would like to work primarily with people or with things.
2. You should know the kinds of skills you have and which skills are required for specific jobs. Examples: Typing, Shorthand, Business Machines, Electronics, Auto Repair, etc.

3. You should be able to find out about what jobs are available within the distance you want to commute by checking the following sources:

   a. Newspaper advertisements.
   b. New Jersey State Employment Agency.
   c. Private employment agencies.
   d. Friends and relatives who can inquire where they work.
   e. Personnel office of companies where you would like to work.
   f. Counselor; D.E. and C.I.E. teachers.

D. IF YOU ARE INTERESTED IN A TRADE, TECHNICAL, NURSING OR SECRETARIAL SCHOOL.
You might try to answer the following questions:

1. Does the school offer the program you want?
2. How much does it cost?
3. Does that include books, tools and fees?
4. In case you change your mind, do you get a refund?
5. Where is the school located?
6. Can you live at home? If so, how much will transportation add to your total expenses?
7. Have y ou visited the school? Is it in a town or big city?
8. Is the equipment modern.
9. Do you know anything about the instructors?
10. Is the program up to date?
11. What kind of certificate will you receive?
12. Are credits transferable to another school or college?
13. Can you work while going to school?
14. Does the school have a placement officer to help you find employment after graduation?
15. Do you think you can get a similar or better program at a Community College?

E. IF YOU ARE INTERESTED IN AN APPRENTICESHIP- do you know that an apprenticeship is a planned program of on the job training and class work available through unions?

Do you know that an apprenticeship is a training program for skilled trades and crafts?

Do you know some examples of skilled trade occupations are printers, machinist, bricklayers, electricians, carpenters, and plumbers?

Do you know that you can get information in the following three ways:

1. Bergen County Vocational Adult School, 200 Hackensack Avenue, Hackensack, New Jersey, 07601, telephone 201-343-3281
2. Bureau of Apprenticeship and Training, U.S. Department of Labor, Rm.838, 970 Broad Street, Newark, New Jersey, 07102, telephone 201-645-3881
3. Go directly to a company that you know offers an apprenticeship opportunity.

F. IF YOU ARE INTERESTED IN A TWO (2) OR FOUR (4) YEAR COLLEGE - You should try to find answers to the following:

1. What are some major areas that you would like to pursue in college?
2. What are some colleges that might offer programs of your interest?
3. What are the college entrance requirements? Do you need college boards?
4. How much money do you think you might have?
5. Would you like to visit the college? Could you and your family afford it?
6. Does the college offer financial aid?
7. Are there work-study programs?
8. Can you apply for scholarships?
9. Do you want to start at a two year school and then transfer to a four year college?
10. Are you certain you want to go to college?

G. IF YOU ARE INTERESTED IN THE ARMED SERCVICES - YOU SHOULD:

1. Contact your Guidance Counselor for information on the different branches of the services, including information from the G.I.S. computer hook-up.
2. Contact the local Recruiting Officer in this area.
3. Attend Armed Services Programs held through the Guidance Department.
4. Take the ASVAB Test. (Check with--- Guidance Department)

H. IMPORTANT! IMPORTANT!

Students who might be interested in a two or four year college or a nursing school should apply to take the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board (CEEB) on Saturday, March 11, 1989. North Arlington High School. Applications are available in the Guidance Office. See your Guidance Counselor. The school code is 311010.

DEADLINE DATE FOR FILING APPLICATION FOR (SAT) IS FEBRUARY 3, 1989. FEE IS $13.00.

I. ALSO REMEMBER!! The Guidance Department at your high school contains an infinite amount of information on careers, colleges, technical and trade schools, secretarial schools, nursing schools -- You name it -- The Guidance Office has it -- if -- your counselor is available to direct and assist you in finding the information you are seeking. Take advantage and use:

1. Various education and occupational guides.
2. Occupational and Educational viewdeck.
3. Career Briefs
4. Occupational filstrips
5. Files of career literature
6. College Catalogs
7. Catalogs on many forms of high education.
8. Scholarship and Financial Aid information.
9. Armed Sercice Information
10. Apprenticeships

11. G.I.S. (Guidance Information Service) that includes, Occupations, Armed Service Occupations, Colleges, 4 year colleges, 2 year Graduate Courses, Financial Aids, Vocational and Trade Schools.

J. VERY IMPORTANT! You should write to schools of your interest and get several brochures and catalogs that contain vital information. If you are considering a certain college or special school, you should take the opportunity to visit that school in the near future or during the summer. The final decision belongs to you and your parents, but do make use of all possibilities in making this important decision.

K. Keep in mind that you are invited to attend conferences that are presented by representatives of different schools in the Guidance Department. Make certain you listen to the announcements in order to find out when various representatives are to be in the Guidance Department.

L. For additional career literature call (609-292-2682) the N.J. Occupational Information Committee. Call College in N.J. Hot-line at 1-800-962-INFO.

M. Take good care of your future because that's where you're going to spend the rest of your life!! Stop playing games and remember that the best way to get something done is to begin!!

LEARN FROM YESTERDAY

WORK FOR TODAY

PLAN FOR TOMORROW

FK/mft

NORTH ARLINGTON HIGH SCHOOL
GUIDANCE DEPARTMENT

November, 1988

PRELIMINARY SURVEY - PROJECT LEAD THE WAY

To: Members of the Class of 1990

This survey is to help both counselor and counselee. Please complete the following statements that relate to your tentative plans for the future;

1. _____ _____
(your name) (your counselors name)

2. What are you thinking of doing after you graduate? (Check those that apply)

a. Go to work _____
b. Go to a trade or technical school _____
c. Go to a nursing school _____
d. Go to a scretarial school _____
e. Go to a two year college _____
f. Go to a four year college _____
g. Go into the Armed Service _____
h. Go into an apprenticeship _____

3. What kind of work, vocation or career are you interested in? Please be specific. _____

4. If you plan to go to school, list the state(s) and the subject areas you are interested in:

STATE	MAJOR SUBJECT AREA OF INTEREST
_____	_____
_____	_____
_____	_____

5. If you plan to go into the Armed Service, please list the branch of service you are interested in: _____

6. If you have any other plans, what are they? _____

7. Please explain in what way you might want your counselor in the Guidance Department to help you this year: _____
_____

8. What career do you plan to use for your Career Paper? _____

THIS SURVEY WILL BE USED BY YOUR COUNSELOR TO SUPPLY CAREER AND SCHOOL INFORMATION FROM THE GUIDANCE INFORMATION SERVICE COMPUTER.

FK:mb

NORTH ARLINGTON HIGH SCHOOL
PROJECT LEAD THE WAY

TO: Mr. Blanco, Mr. Praschak, Mr. Roden, Mr. Kinloch, Mr. Ferguson, Miss LaForge, Mrs. Abbatiello, Mr. LaScala, Miss Chrzanowski, Mr. Jones, Department Chairpersons, N.J. Department of Vocational and Career Education

FROM: Frank Kartan, Coordinator
Project Lead The Way

RE: Student Evaluation of Junior Career Week, October 1986

DATE: July 12, 1988

On June 8, 1988, the Junior students in Mr. Jones' and Miss Chrzanowski's English 3 classes evaluated the five (5) day Junior Career Week Program from November 3, 1987 to November 6, 1987.

1. 97 students or 93% found the two day "Things To Do The Second Half of the Junior Year" Program in the English 3 class with Mr. Kartan Guidance Counselor to be informative and worthwhile, while 7 students or 7% did not.
   Note: High percentage remained similar to previous year.

2. 103 students or 99% did receive a four page brochure, three Career's magazine, Going To Colleges in New Jersey and other literature from Mr. Kartan during the year and only 1 student or 1% did not.
   Note: 1 student was contacted and received literature before the end of the year.

3. 103 students or 99% did have a conference with their Guidance Counselor during the year and 1 student or 1% did not.
   Note: Students probably had a conference before the end of the year.

4. 100 students or 96% did receive career literature and list of schools from their counselors and 4 students or 4% did not.
   Note: Students were Seniors in a Junior English class.

5. 104 students or 100% did see a video cassette or filmstrip on careers this past year in one of their classes.
   Note: All students viewed something on careers, unless absent.

6. 99 students or 95% plan to attend some form of higher education after their senior year and 4 students or 4% do not. A student was not sure
   Note: 95% is a high figure, some will change their minds in their Senior year.

7. 88 students or 85% have received literature in the mail from different schools and 16 students or 15% did not.
   Note: 85% represents the approximate amount of students who might go to some form of high education.

8. 40 students or 80% believe that the Career Oral Report and/or Research Paper will be helpful in their career decision making process, while 10 students or 20% did not.

9. 86 students or 83% found the entire weeks program to be worthwhile and helpful, while 18 students or 17% did not.
Note: This represents a good increase.

10. 79 students or 76% have shown and/or discussed literature and the weeks program with their parents or guardian, while 25 students or 24% did not.
Note: This represents an increase of 20% from the previous year.

CONCLUSIVE OBSERVATIONS

The student feedback on activities of Junior Career Week again was highly and positively receptive on their part. Interest in Mr. Kartan's 2-day seminar remained at 93% during the year. A majority found the career oral report and/or research paper helpful and 100% viewed a career filmstrip or video cassette in their classes during the year. Over 200 students attended one of the nine (9) Field Trips to industries that included: 24 students to Natural Motion Institute of Hair Design; 70 computer entry students to P.S.E. & G. Corporate Offices; 22 Journalism students to the Star Ledger; 15 Physics II students to Kear Fott Singer (Physics-radar guidance-engineering-chemistry; 15 Biology II-III students to University Hospital (Trauma Center, rehabilitation, pathology, neo-natal care, cancer therapy); 25 students to Allied Bendix Corporation (Physics-engineering-drafting-computer graphics); 24 office practice, advanced word processing and shorthand II students to I.B.M. (Secretarial, computer, word processing); 15 students to the Singer Electronics Systems Division (computers and computer aide drafting and design. Even more important is that 70% shared career literature and discussed the program with their parents or guardian. All Juniors received the Fall, Winter, and Spring editions of "Career" Magazine and the updated version of "Going to College in New Jersey". Coincidentally, 85% stated that they received literature in the mail from different schools. This represents a higher amount of students who have been going to some form of higher education. Each English 3 class was shown the four part filmstrip "Jobs in the '90's". English 3 teacher Mr. Jones and Miss Chrzanowski showed each of their classes the video cassette "Resumes That Get Interviews - Interviews That Get Jobs" and had the students complete a sample job application and write a resume.

The following represents the career interest of the class of 1989:

CLASS OF 1989 - JUNIOR CAREER INTEREST

Cosmetology (7)
Business Management (7)
Fashion Buyer (4)
Psychologist (4)
Secretary (4)
Nursing (3)
Doctor (3)
Chef (3)
Fashion Design (3)
State Police (3)
Policeman (3)
Elementary Teacher (2)
Illustrator (2)
Graphics(2)
Marketing (2)
Computer Programmer (2)
System Analyst (2)
Physical Terapist (2)
Computers (2)
Drafting (2)
Dentist (2)
Engineering (2)
Hotel/Restaurant Manager (2)
Commercial Artist
Advertising Management
Account Executive
Aero Space Engineer
Dietician
Sec. Math Teacher
Stock Broker
Interior Design
Social Work
Astronomy
Landscaping
Lawyer
Hoticulture
Architect
Industrial Design
Teacher
Chiropractor
Home Economics Teacher
Air Force Police
Journalist
Advertising
Veterinarian Assistant
Sociologist
Offset Printer
Model
Bank Investor
Secondary Teacher
Auctioneer
Contractor
Health Services
Cabinet Maker
Auto Body
Dancing
Electrician
Sports Announcer
Special Agent

NORTH ARLINGTON HIGH SCHOOL
GUIDANCE DEPARTMENT

June 8, 1988

To: Juniors - Class of 1989

From: Guidance Counselors: William F. Ferguson, Janet LaForge, Frank Kartan and John Delaney

Re: Reminder about making decisions for your future.

A. During the last week of October you participated in a five day career seminar entitled THINGS TO DO DURING THE SECOND HALF OF YOUR JUNIOR YEAR, in the English 3 classes. Most of you received an extensive amount of literature from the Guidance Department brochure, Career's Magazine, and also the manual "Going to Colleges in New Jersey ". You also saw video casettes and a filmstrip on some of your careers and many of you have gone on field trips to some industries. You also should have received lists of schools from the G.I.S. Computer and wrote a research paper and/ or oral report on a career.

B. You should be making attempts to gather information on schools of higher education that you might attend after your senior year. If you plan to attend a trade, technical, nursing or secretarial school or a two or four year college, you should write to the schools of your interest and obtain brochures and catalogs that you can reviw between now and September. You should obtain as much information on programs, requirements, cost and financial aid. Share the information with your parents.

C. Most important !!! If you are considering a certain college or a special school, you should take the opportunity to visit that school during the summer. Much can be gained by visiting a campus.

Remember - You have to make decisions.

D. You will be able to take the College Board (SAT's) again on December 3, 1988 at North Arlington High School during your senior year. Your counselor will be in touch with you next year. Check if your college requires achievement tests.

E. Mr. Ferguson will have a one day Senior Seminar next September in the English 4 classes and your counslor will also have an individual conference with you around that time.

F. Remember that the book "Going to Colleges in New Jersey" has three free postal cards that you can use for additional information and catalogs.

G. Don't take your exams lightly and ruin your rank in class. Work hard the rest of the school year and plan to get a good start in September.

H. Drinking, drugs, and bad attendance will not help you at a job in the future.

I. Any questions - see your counselor.

Lastly, THE BEST WAY TO GET SOMETHING DONE IS TO BEGIN !!!

FK:mb

NORTH ARLINGTON HIGH SCHOOL

NORTH ARLINGTON NEW JERSEY

(201) 991-6800

GUIDANCE DEPARTMENT

David Roden
PRINCIPAL

Robert B. Kinloch
ASSISTANT PRINCIPAL

Rip Collins
ASSISTANT TO THE PRINCIPAL

William F. Ferguson
DIRECTOR OF STUDENT PERSONNEL SERVICES

GUIDANCE COUNSELORS
John DeLanes
Janet LaForge
Frank Kartan

SECRETARIES
Amy Rud
Margaret Black

ATTENDANCE OFFICER
Maureen Gallucci

September 4, 1984

Dear_____,

I enjoyed talking with you this summer about the Junior Career Week Alumni Career Speaking Program. I would like to thank you for accepting my invitation to speak to our entire junior class either TUESDAY, OCTOBER 30th, 1984 or WEDNESDAY, OCTOBER 31st, 1984. Each day the program will start at 8:45 A.M. and will conclude at 10:15 A.M. You should try to be at the high school between 8:15 A.M. and 8:30 A.M. in the Guidance Office and you will be directed to the cafeteria for the program. If you do come earlier, you may join us for coffee.

You are scheduled to speak on_____.

The following is a suggested outline for you to follow:

(a) Brief Resume
(b) Education and Personal Qualifications
(c) Nature of Work or Job
(d) Duties and Responsibilities
(e) Earnings, Advancements, and Fringe Benefits
(f) Future outlook of Career
(g) Related Careers
(h) Advice to Students

Each day there will be five (5) speakers and each speaker will be allowed approximately thirteen (13) minutes. A question and answer session will follow:

The list of speakers for each day will include the following:

A. TUESDAY, OCTOBER 30th, 1984 (8:45 A.M. to 10:15 A.M.)

1. Anthony Calabrese - Art-Industrial Design
2. Lee Ann Parone (Kirkland) - Nursing
3. Henry Del Tosto - Careers in Computers
4. Donna Perlee (Robertson) - Radiology
5. Michael Kozuch - Accounting, C.P.A.

B. WEDNESDAY, OCTOBER 31st, 1984 (8:45 A.M. to 10:15 A.M.)

1. Richard Carter - Business Management
2. Joann Burgio - Secretary, Personnel
3. Carmen Messano - Lawyer
4. Robert Rose - Engineering
5. Marilyn Daub (McLachlan) - Dental Hygiene

If you have any literature for distribution, the materials will be set up on a separate table for students to take at the end of the program. There will be about 140 students present.

If you have any further questions, please contact me, Frank Martan, at 481-8800, extension 211 between 7:45 A.M. and 2:35 P.M. Again, I thank you and I will send a postal card reminder a week before.

Sincerely yours,

Frank Martan
Coordinator
Project Lead The Way

FM:jh

cc: Mr. Blanco
Mr. Roden
Mr. Ferguson
Mr. Kinloch
Mr. Collins
Mr. La Scala
Mrs. Alger
Mr. Chletsos
Ms. Gatlin
Ms. La Forge
Mr. Delaney
Mr. Praschak
Department Chairpersons

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1988-1989
PROJECT LEAD THE WAY
GUIDANCE DEPARTMENT

North Arlington High School
North Arlington, New Jersey

October 1988

Dear Parents and/or Guardians:

The members of the North Arlington High School Guidance Department schedule an extensive sophomore-junior-senior developmental career program. The program has been extended to include the eighth through ninth grades as part of Project Lead The Way. The programs will take place during the 1988-1989 school year.

A one-day seminar in the senior English classes is centered on discussion of information about college board tests, application procedures, job forecast information, Higher Education Night, school visitations, scholarships and the GIS computer.

Seniors undergo individual conferences with their counselors during September and October. Career decision-making plans are the prime objective of the conferences. The programs have been highly successful the past years with just about 90% student approval.

During October 31st through November 4th the Guidance Associates Vocational Visions Program will be implemented within 15 Junior classes, and will cover 38 distinct career areas. Professional and alumni speakers may be invited during the school year. Field trips to Parisian Beauty School, I.B.M., P.S.E. & G., Bergen Generator Station, Singer Kear-Fott, University Hospital, Allied Bendix Aerospace, and Singer Electronics Systems Division will be taken. Professional speakers from the N.J. Chamber of Commerce, the N.J.C.P.A. Society, Connecticut School of Broadcasting, P.S.E. & G., Clara Maass, and Johnson and Wales are scheduled.

English 3 teachers will have an orientation program on the career papers and/or oral reports. Sunburst's "Jobs in the "90's" Filmstrips and Guidance Associates "Resumes That Get Interviews; Interviews That Get Jobs" video cassettes will be shown during Junior Career week, also.

The Sophomore Career Exploration and Awareness Program is scheduled to take place with the English 2 classes during a week in January. All counselors will be directly involved in a three-day program. The program includes a Guidance Department information orientation, a career decision-making survey, student job selection, and computer job descriptions from the GIS computer. Postal card writing for more career literature will take place in the English 2 classes in March. During January and February Sophomores will view Jobs In The 80's: Opportunities filmstrip.

Both programs also involve a follow-up individual counselor conference during November and December for the Juniors and February and March for the Sophomores. The Developmental Career Program is sponsored by the North Arlington High School Guidance Department as a structured service to assist all students in their career planning and decision-making process that will lead them into the world of work.

Grade 9 students will have an "After High School--What?" orientation program in January. Grade 9 students will have 10 Career Opportunity Filmstrips infused into the Grade 9 subject classes in February and March. The filmstrips will be shown by the individual academic teacher of each discipline. For example, career opportunities in mathematics will be shown in the Algebra 1 and Pre-tech Math classes and career opportunities in English will be shown in the English 1 classes. Grade 9 students will also receive a copy of "After High School--What?"

Grade 8 students will review Livelyhood Filmstrips that focus on 15 Department of Labor Occupational Clusters. The filmstrips will be infused into the Grade 8 subject classes of English, Mathematics, Science, and Social Studies and will be shown by the individual academic teachers or counselors. The filmstrips will encompass over 90 or more jobs and will be shown between October and January each Monday. A "How to Study" program will take place in September in the Reading 8 classes.

Grade 8 students will be given the Harrington/O'Shea Decision-Making Survey in conjunction with the English 8 classes in March. Students will complete job description request forms with a career interest and will receive a computer job description from the GIS computer. In May, students will write free postal cards for additional career literature.

Again, our Developmental Career Guidance Program that will involve Grades 8 through 12 is part of the service and total structured Guidance Program to assist students in becoming more aware of the world of work that they live in and will work in themselves. Parents are asked to be concerned about their children's future plans and should review with them the programs and any literature received during the programs.

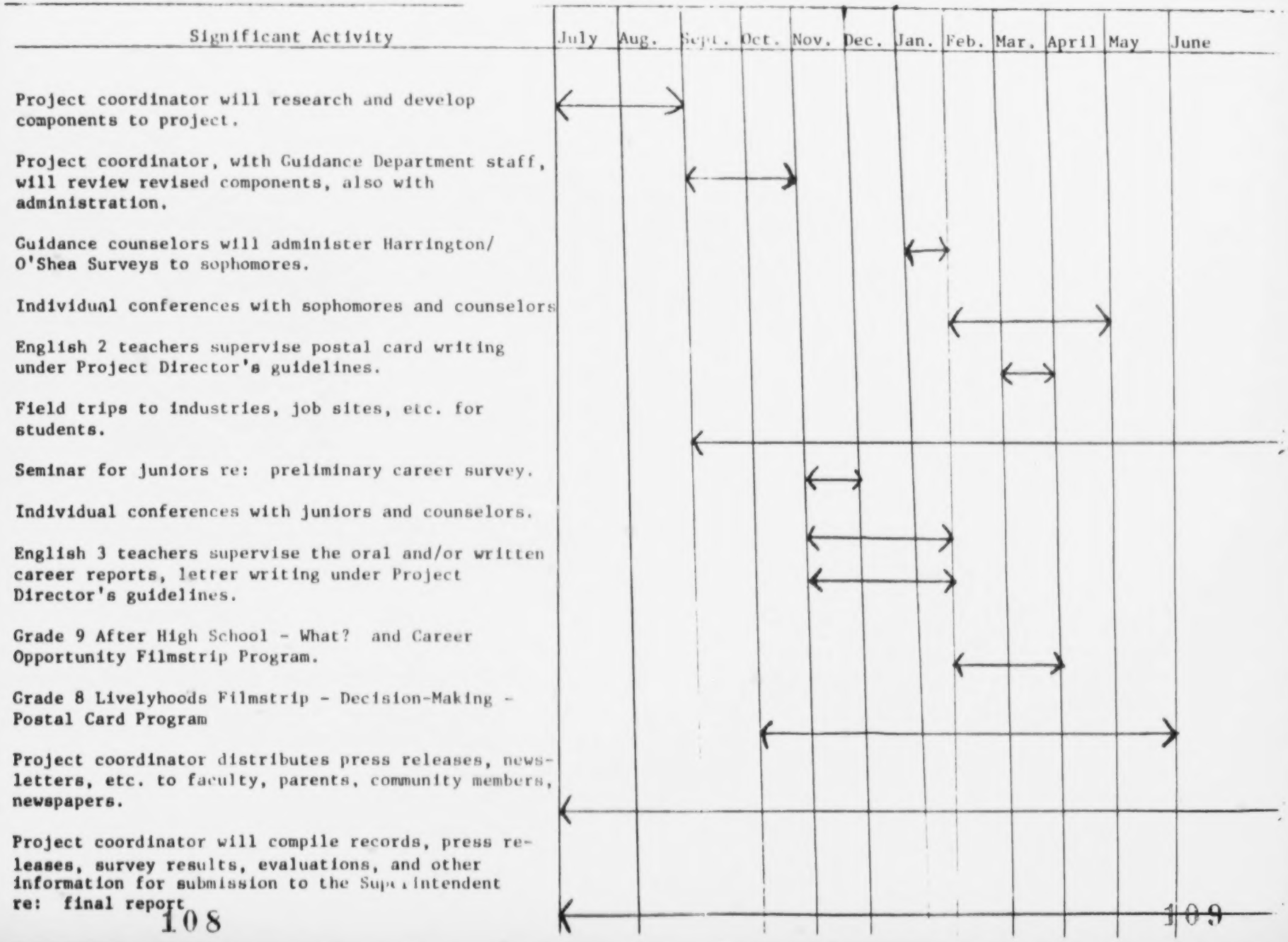
Very truly yours,

William Ferguson
Director of Student Personnel Services

Janet LaForge, Guidance Counselor
Frank Kartan, Coordinator-Project Lead The Way

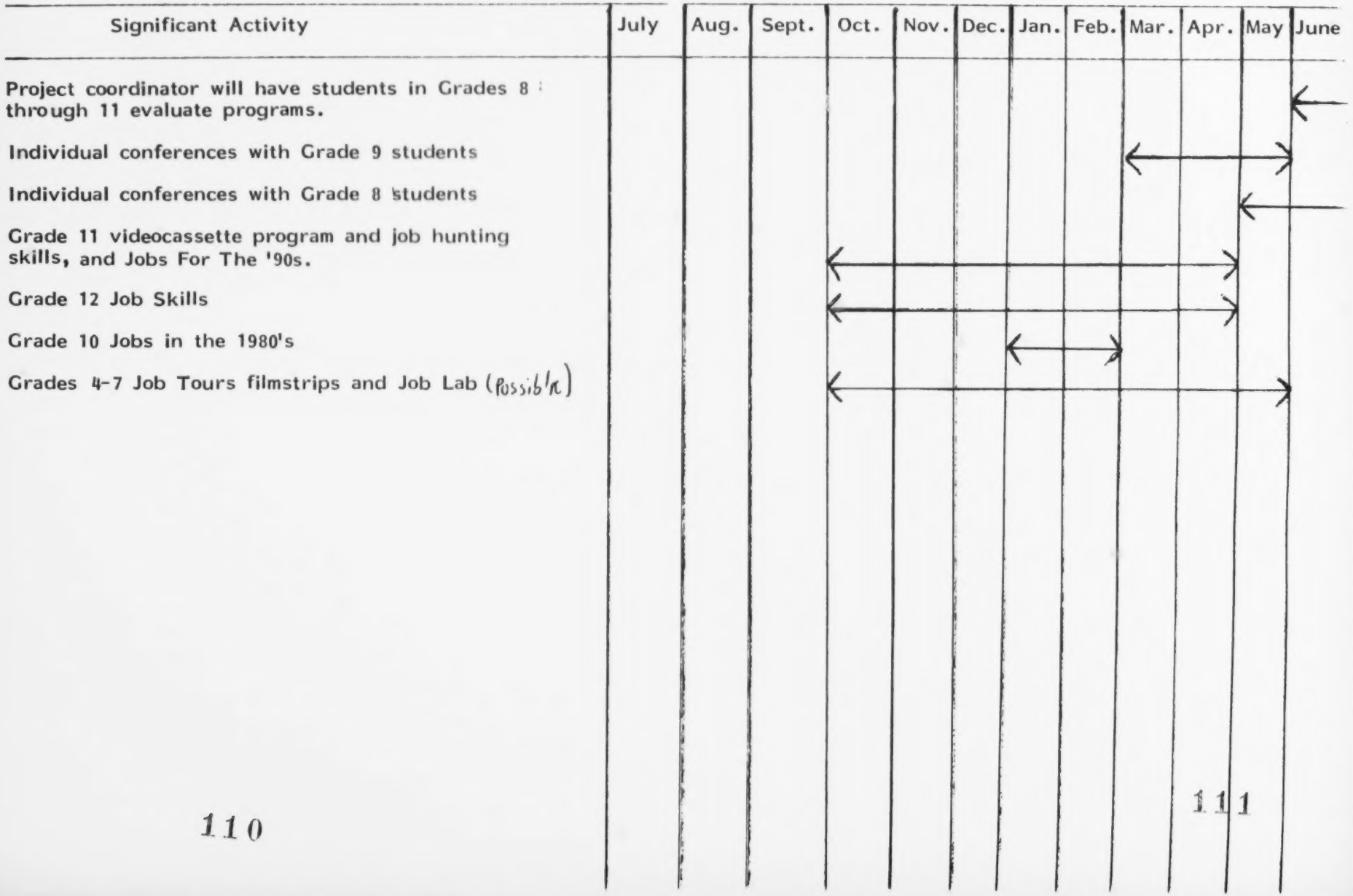
Jacqueline Abbatiello, Guidance Counselor

MANAGEMENT TIMELINE
1988 - 1989


Significant Activity
July
Aug.
Sept.
Oct.
Nov.
Dec.
Jan.
Feb.
Mar.
April
May
June
Project coordinator will research and develop components to project.
Project coordinator, with Guidance Department staff, will review revised components, also with administration.
Guidance counselors will administer Harrington/ O'Shea Surveys to sophomores.
Individual conferences with sophomores and counselors
English 2 teachers supervise postal card writing under Project Director's guidelines.
Field trips to industries, job sites, etc. for students.
Seminar for juniors re: preliminary career survey.
Individual conferences with juniors and counselors.
English 3 teachers supervise the oral and/or written career reports, letter writing under Project Director's guidelines.
Grade 9 After High School - What? and Career Opportunity Filmstrip Program.
Grade 8 Livelyhoods Filmstrip - Decision-Making - Postal Card Program
Project coordinator distributes press releases, newsletters, etc. to faculty, parents, community members, newspapers.
Project coordinator will compile records, press releases, survey results, evaluations, and other information for submission to the Superintendent re: final report

MANAGEMENT TIMELINE

1988 - 1989



PROJECT LEAD THE WAY

Schedule of 1988-89 Career Programs

Grade 12

September	- One day seminar in English 4 classes with Mr. Ferguson
October	- Higher Education Night - Kearny High School
Sept/October	- Individual conference with counselor
Sept/March	- Working For A Living: Job Skills For the Real World

Grade 11

	- "Things to Do the Second Half of the Junior Year"
Oct. 31-November	- 1989 Junior Career Week - English 3
Oct. 31	- "Things to Do", Part 1 - Mr. Kartan - Job's In The '90's - Miss Chrzanowski
November 1	- "Things to Do", Part 1 - Mr. Kartan - Vocational Visions Video Cassettes - Job's In The '90's - Mr. Jones
November 2	- "Things to Do, Part 11 - Mr. Kartan - Vocational Visions Video Cassettes - Jobs in the '90's - Miss Chrzanowski
November 3	- "Things to Do", Part 11 - Mr. Kartan - Vocational Visions Video Cassettes - Job's In The '90's - Mr. Jones
November 4 and 7	- Guidance Associates Video Cassette - Resumes That Get Interviews - Interviews That Get Jobs - Mrs. Alger and Miss Chrzanowski
December-March	- Career Speakers
November-January	- Individual Conference with Counselor
June 7	- Junior Reminder and Evaluation

Field Trips (FT)

October 12 (Wed)	- Parisian Beauty Academy - FT - 9:30 - 1:00
November 16 (Wed)	- P.S.E. & G. - Bergen Generating Station - Basic Electricity - FT - 9:30
December 7 (Wed)	- I.B.M. - Office Practice - FT - 9:30
March 15 (Wed)	- Singer-Kearfott Division - Physics 11 - FT - 9:30
April 19 (Wed)	- University Hospital - Coll. Bio. 11 - FT - 9:30
May 10 (Wed)	- Allied Bendix Corporation - Physics 1 - FT - 9:30
May 17 (Wed)	- Alternate - Allied Bendix
May 24 (Wed)	- Singer-Electronics Systems Division - Computer Science 1 - FT - 9:30

Speaker(s)

November 30	- Secretarial-Word Processing-Management - N.J. Chamber of Commerce - 9:30
December 14 (Wed)	- Accounting-Management-NJCPA - 9:30 - 10:15
January 18 (Wed)	- Connecticut School of Broadcasting - 9:30 - 10:15
January 25 (Wed)	- Johnson and Wales - Culinary Careers - 12:30 - 2:00
February 8 (Wed)	- P.S.E. & G. - Careers in Computers - 9:30 - 10:15
February 15 (Wed)	- P.S.E. & G. - Careers in Engineering - 9:30 - 10:15
March 8 (Wed)	- Clara Maass - Health Medical Careers - 9:30 - 10:15

Grade 10 - Sophomore Career Exploration & Awareness Program (SCEAP)

January 10-11	- Guidance Department Orientation
January 12	- Harrington/O'Shea Decision-Making Survey - Counsleors
January 13	- Job Description Selection - Counselors - Jobs in the '80's - Best Bets For New Careers
January/February	- Jobs in the '80's filmstrip in Alg. 2 (1/19), Coll. Bio (1/21), Keyboard 1 (1/26), Adv. Wd. (1/28), Eng. 2 (2.3)
March 9	- Receive Job Description - Mr. Kartan
March 10	- Postal Card Writing - English 2
April 10	- Student Evaluation Survey
June 6	- Evaluation of Program and SCEAP Reminders
Feb/March/April	- Individual conference with counselor

Grade 9 - Career Opportunity Filmstrip Program

January 24	- "After High School - - - What ?" Program
January/February	- Filmstrips on Careers shown by Freshmen teachers in academic classes.
	- Jobs in Physical Education to be shown each cycle of Health Class if possible.
April/May	- Individual conference with counselor

Grade 8	- Livelyhood Filmstrip - Decision-Making - Postal Card Program.
September 26	- School Policy Orientation and How To Study Program
October 3	- Introductory Filmstrips
October/January	- 15 Filmstrips on occupational clusters each Monday
March 12	- Harrington/O'Shea Decision-Making Survey
May 11	- Receive Job Description
May 12	- Postal Card Writing
April/May/June	- Individual conference with counselor
June 5	- Grade 8 Student Evaluation Survey

All students will receive three copies of the Careers Magazine in the Fall, Winter, and Spring.

NORTH ARLINGTON BOARD OF EDUCATION

TRANSPORTATION REQUEST FORM

DATE: August 2, 1988 LARGE BUS X

TO: Charles Weigand, Secretary/Business Administrator

FROM: David Roden, Principal
North Arlington High School

RE: REQUEST FOR USE OF SCHOOL BUS

DAY	DATE	DESTINATION	ORGANIZATION TEACHER/GR.	DEPART. TIME	RETURN TIME
Wednesday	10/12/88	Parisian	Project Lead the Way	9:00 a.m.	1:00 p.m.
Wednesday	11/16/88	PSE&G-Bergen Gen. Station	" "	8:45 a.m.	12:00 p.m.
Wednesday	12/7/88	I.B.M.	" "	8:45 a.m.	12:30 p.m.
Wednesday	3/15/89	Singer Kearfott Division	" "	8:45 a.m.	12:30 p.m.
Wednesday	4/19/89	University Hosp.	" "	8:45 a.m.	1:30 p.m.
Wednesday	5/10/89	Allied Bendix	" "	9:00 a.m.	1:30 p.m.
Wednesday	5/17/89	Allied Bendix (Alternate)	" "	9:00 a.m.	1:30 p.m.
Wednesday	5/24/89	Singer Electronics Systems Div.	" "	8:45 a.m.	1:00 p.m.

BOARD OFFICE USE:

BUS AVAILABLE (yes, no) _____
DRIVER ASSIGNED: _____

POSTED ON CALENDAR: _____

PRINCIPAL NOTIFIED OF CONFIRMATION _____ DATE _____

8/2/88
mg

PROJECT LEAD THE WAY

Field Trips - Speaker Contacts

New Jersey Bell	- 649-2516	Mrs. Gruzdis, Newark
	- 836-9922	Elsie Negron, Hackensack
	- 649-3605	Reggie Valentine - Alice Burkdard - Helpful Hints - No tour
IBM - Franklin Lakes	- 848-3027	Bob Thorton
	- 848-2890	Stephanie Tucker - Limit 25 students - A.M. - 2 hours
Newark Star Ledger	- 877-4100	Dawn Raefski - Limit 25 students - 1 hour
Ford Assembly	- 548-2000 Ext. 225	Mr. Menninghal, speaker No tour
	- 643-1900	Dick Savner - Ford Export
General Motors	- 474-4050	Have tour 12:15 P.M. and
	- 474-4014	7:15 P.M. Arthur E. Waldron-Personnel
PSE&G	- 430-5862	Community Relations - film-speaker - Alicia Gass
	- 430-7560	Glenn Richards, computers
	- 430-7473	Mr. Gilberti Douglas Penner, PSE&G Employment and Placement 80 Park Plaza 2A Newark, NJ
	- 430-5877	H. Frowery
Prudential	- 877-6844	Jean Coleman, tour Limit 30 students
Hoffman LaRoche	- 234-5000	Maria Torez - Must be over 18 for tours
	- 235-4715	Halassah Tucker - Speakers-Research Film
Exxon Refineries - Linden	- 474-7640	Marshall Andrews, Public Relations - Speakers and tours Juniors - Seniors English - Math - Science Limit 35 students
	- 474-2705	Fred Eldridge - Research
	- 765-6283/ 765-3421	Engineering Florham Park
Western Electric	- 468-5677	Madelyn Jones
	- 468-7724	Ron Erlich - Career speakers
	- 465-4062	Lila Ward - Kearny

NJCPA	-	994-4888	Merryl Bauer
	-	540-0940	Jack Denman - Haskens Speakers - Accounting - Slides handouts
ADP	-	472-1000	Helen Leaycraft Susan Reicher, tours Allen Hughes, speaker
ITT	-	284-0123	Mr. Freeman, Public Relations
Apprenticeships	-	645-3880	Mr. Jordan Mr. Driscoll Have films - speakers with handouts
Jersey City State	-	547-3005	Frank Capone, Career Planning Service
Chamber of Commerce South Bergen - West Hudson	-	991-5600	David Carlson
Montclair State	-	893-4000	Speakers' Bureau, non-career
Upsala College	-	266-7191	Dr. Loh, non-career
WABC	-	488-4120	NJ Division
WPIX-TV	-	933-6881	Rutherford
	-	212-949-1100	Marty Appel, Public Relations
WOR-TV	-	330-2153	Roz Miller
	-	330-2173	Lee Curtin
Bergen Record	-	646-4273	Kevin Fennelly Paul Dahl
	-	646-4346	Janet Gemignani
NJ University Hospital- School of Medicine and Dentistry	-	456-4058	Doris Ortiz, Travel Jones, Rogers Ramsey, Comm. Relations Dept.
Fisher Scientific	-	796-7100	Stuart Andrews Ellen Frazier
PSE&G Generating Station	-	430-5862	Alicia Gass
Capri Institute	-	772-4610	Ms. Hardish
Placido's School of Hair Design	-	935-0500	Ms. Patricia Rosinski
NJ Chamber of Commerce	-	623-7070	William Payne
WPAT (Radio)	-	345-9300	Ken Lamb, Peter Roberts, Bill Badger

N.J. Department of Vocational Ed.	- 609-984-5957	- Shirly Morton, Ann DiAngelo
Simon & Schuster	- 212-245-6400	- Peter Minichiello
Prentice Hall	- 201-592-2000	
Singer Electronics Systems Division	- 890-8980	- Kathy Alheidt
Singer Kearfott Division	- 785-6000	- Margaret Feeney
Bendix Corporation	- 393-2509	- Wayne Morrison
National Community Bank	- 845-1480	- Mrs. Blanda
Teterboro School of Aeronautics	- 288-6300	- A. DiStefano
Natural Motion Hair Design	- 659-0303	- Bridget Cleary
Builders Assoc. of Northern N.J.	- 843-6868	- Frank Meyers
Ridgewood Art Institute	- 652-9615	
Nabisco	- 797-6800	- No trips
Parisian	- 487-2203	- Paticia Rosinski
Johnson & Wales Culinary	- 944-3084	- Phil and Sally Terry
Clara Maas Medical Center	- 450-2116	- Sharon Jordan - Marlene French
Connecticut School of Broadcasting	- 587-1212	- Henry Robinson
Payne Weber	- 902-3546	- David Maley
	- 212-437-7272	- Pauline Shambo

NORTH ARLINGTON HIGH SCHOOL
GUIDANCE DEPARTMENT

June 2, 1988

To: Members of the Faculty

From: Frank Kartan, Guidance Counselor, Project Lead the Way

Re: Career Program TNX

TNX means Thank You, again. I want to express my sincere appreciation for your assistance with the Careers Programs of "Project Lead the Way" that took place in your classes this year. I feel that it gave some of you an opportunity to relate information to your students about jobs in your particular field within the classes you are teaching. It also gave me the opportunity to offer assistance to our students in their career decision making processes. Again TNX.

FK:mb
cc: Mr. Roden
Mr. Blanco
Mr. Kinloch
Mr. Ferguson
Mr. Praschak